



**UNIVERSIDAD TÉCNICA DEL NORTE**

**INSTITUTO DE POSTGRADO**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN INGLÉS**

**FACTORS THAT MAKE THE LANGUAGE PROGRAM OF THE  
CENTER FOR CONTINUOUS EDUCATION OF ESCUELA  
POLITÉCNICA NACIONAL SUCCESSFUL FROM THE PERSPECTIVE  
OF INSTRUCTORS, STUDENTS AND LEADERS OF THE  
INSTITUTION**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the  
Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención inglés

**AUTHOR:** MONICA YADIRA SALAZAR CHICAIZA, B.A.

**DIRECTOR:** ERNESTO Jr. SANTOS RAGUS, M.Sc.

IBARRA ECUADOR

2020



### **Thesis Director and Advisor Approval**

As thesis director and advisor of the work presented by Mónica Yadira Salazar Chicaiza, to opt for the title of Magister in Pedagogy of National and Foreign Languages: Mention teaching English, we attest that such work qualifies and holds sufficient merits to be submitted for public presentation and evaluation by the designated examining jury.

En la ciudad de Ibarra, el 4 del mes de mayo de 2020.

In the city of Ibarra, on May 4, 2020.

Ernesto Jr. Santos Ragus, MSc.  
CC 1715344527

Boris Cristian Cadena Murga, MSc.  
CC 1712233830

## **Examining Board Thesis Approval**

“Factors that Make the Language Program of the Center for Continuous  
Education of Escuela Politécnica Nacional Successful from the Perspective of  
Instructors, Students and Leaders of the Institution”

Author: Salazar Chicaiza Mónica Yadira



**AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD  
TÉCNICA DEL NORTE**

**1. IDENTIFICACIÓN DE LA OBRA**

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

<b>DATOS DE CONTACTO</b>			
CEDULA DE IDENTIDAD:	1802792455		
APELLIDOS Y NOMBRES:	Mónica Yadira Salazar Chicaiza		
DIRECCIÓN:	Escuela Politecnica Nacional, Edificio Aulas y Relación con el Medio Externo, Av. Toledo N23-55 y Madrid; Quito-Ecuador; Postal Code 170525		
E-MAIL	salazar558@gmail.com		
TELÉFONO FIJO	022248551	TELÉFONO MÓVIL	0992414852

<b>DATOS DE LA OBRA</b>	
TÍTULO:	Factors that Make the Language Program of the Center for Continuous Education of Escuela Politécnica Nacional Successful from the Perspective of Instructors, Students and Leaders of the Institution
AUTOR (ES):	Salazar Chicaiza Mónica Yadira
FECHA:	20 de Marzo del 2020
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input type="checkbox"/> PREGRADO <input checked="" type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención inglés
ASESOR/DIRECTOR:	Ernesto Jr. Santos Ragus, MSc.

## 2. CONSTANCIA

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, Abril 26, 2021.

El autor:



Mónica Yadira Salazar Chicaiza  
ID # 1802792455

## **Dedication**

I dedicate this thesis to my parents, my husband Fabian and my sons Ariel and Martin, whose love, unconditional support over this exhausting stage in my life laid the foundations for the discipline and application necessary to complete this work.

## **Acknowledgements**

Thanks to all, people who made possible the development of the current project:

To the staff of the postgraduate Institute at UTN for all the support in administrative as well as academic affairs registered during the process.

To my thesis director Msc. Ernesto Jun Santos for his unconditional and professional support and guide along the development of the current project.

To the coordination team, instructors, students of CEC-EPN for the decisive help in developing the planned tools as a way to obtain credible results.



## Contents

Thesis Director and Advisor Approval.....	ii
<b>Examining Board Thesis Approval.....</b>	<b>iii</b>
Dedication.....	vii
Acknowledgements .....	viii
Contents.....	ix
Abstract.....	xvi
Resumen .....	xvii
1. Chapter I.....	18
Introduction.....	18
The Problem.....	21
1.1. Statement of the Problem.....	21
1.1.1. Basic foundations .....	22
1.1.2. Organizational structure.....	23
1.1.3. Academic management.....	23
1.2. Background and Need (Justification) .....	24
1.2.1. Basic foundations .....	24
1.2.2. Organization structure.....	25
1.2.3. Academic management.....	25
1.3. Research Objectives.....	26
1.3.1. General objective.....	26
1.3.2. Specific objectives.....	26
1.4. Research Question .....	26
1.5. Significance.....	26
1.6. Terms and Definitions .....	27
1.7. Limitations .....	29
2. Chapter II .....	31
Literature review .....	31
2.1. Literature Review .....	31
2.1.1. Basic foundations .....	35
2.1.1.1. <i>Nature of the Language Centers</i> .....	37

2.1.1.2.	<i>Background</i> .....	37
2.1.1.3.	<i>Geographical location</i> .....	38
2.1.1.4.	<i>Purpose and mission</i> .....	39
2.1.1.5.	<i>Facilities</i> .....	39
2.1.2.	Organizational structure.....	40
2.1.2.1.	<i>Administrative management</i> .....	40
2.1.2.2.	<i>Interaction and links</i> .....	42
2.1.2.3.	<i>Budget</i> .....	43
2.1.3.	Academic management.....	44
2.1.3.1.	<i>Activities</i> .....	45
2.1.3.2.	<i>Staffing</i> .....	45
2.1.3.3.	<i>Constraints and opportunities</i> .....	46
2.1.3.4.	<i>Leadership and management</i> .....	47
3.	Chapter III: .....	49
	Methodology .....	49
3.1	Research Approach.....	49
3.2	Research Method .....	49
3.3	Population and Sample .....	50
3.4	Tools .....	52
3.4.1	Data collection procedures.....	52
3.4.1.1	<i>Focus group</i> .....	53
3.4.1.2	<i>Questionnaire</i> .....	53
3.4.1.3	<i>Interview</i> .....	54
3.4.1.4	<i>Role of the researcher</i> .....	54
3.4.2	Data analysis procedures.....	54
3.4.3	Strategies for validating findings.....	55
3.5	Ethical Considerations .....	56
4.	Chapter IV .....	58
	Discussion of Main Findings .....	58
4.1.	Demographic and Description of Participants .....	58
4.2.	Results.....	60
4.2.1.	Results of the focus group.....	60
4.2.1.1.	<i>Foundation factors</i> .....	61

4.2.1.2.	<i>Organization factors</i> .....	62
4.2.1.3.	<i>Academic factors</i> .....	64
4.2.2.	Results from the questionnaire .....	65
4.2.2.1.	<i>Foundation factors</i> .....	65
4.2.2.2.	<i>Organization factors</i> .....	66
4.2.2.3.	<i>Academic factors</i> .....	66
4.2.3.	Results of the interview .....	68
4.2.3.1.	<i>Foundation factors</i> .....	68
4.2.3.2.	<i>Organization factors</i> .....	70
4.2.3.3.	<i>Academic management</i> .....	70
5.	CHAPTER V .....	73
	Conclusions and Recommendations.....	73
5.1.	Conclusion Focus Group.....	73
5.1.1.	Foundation factors .....	73
5.1.2.	Organization factors.....	74
5.1.3.	Academic management.....	74
5.2.	Conclusion Questionnaire .....	74
5.2.1.	Foundation factors .....	75
5.2.2.	Organization factors.....	75
5.2.3.	Academic management.....	75
5.3.	Conclusions of the Interview.....	75
5.3.1.	Foundation factors .....	76
5.3.2.	Organization factors.....	76
5.3.3.	Academic management.....	76
5.4.	Limitations .....	77
5.5.	Recommendations for further research.....	77
5.6.	Conclusions .....	79
6.	CHAPTER VI.....	82
	Practical proposal design .....	82
6.1.	Title.....	82
6.2.	Rationale: .....	82
6.3.	Theoretical framework.....	82
6.4.	Objectives.....	85

6.4.1.	General.....	85
6.4.2.	Specific .....	85
6.5.	Beneficiaries.....	85
6.6.	Impacts.....	85
6.7.	Development .....	85
6.7.1.	Level A0 description.....	86
6.7.2.	Expected learning outcomes.....	86
6.7.3.	Teaching Methodology .....	88
6.7.4.	Expected learning outcomes.....	89
6.7.5.	Students' responsibilities .....	90
6.7.6.	Grading assessment .....	90
6.7.7.	Explanation of assignments and exams .....	92
6.7.8.	Teaching and learning materials.....	92
6.7.9.	Learning Management System.....	93
6.7.10.	Class Calendar .....	93
6.7.11.	Other Policies .....	96
6.7.12.	Class Etiquette.....	97
6.7.13.	Scope and Sequence .....	98
7.	REFERENCES.....	102
8.	APPENDIXES.....	107
8.1.	APPENDIX 1 - Consent form.....	107
8.2.	APPENDIX 2 - Report of focus group .....	108
8.3.	APPENDIX 3 - Report of questionnaire.....	118
8.4.	APPENDIX 4 - Report of interview.....	121
8.5.	APPENDIX 5 – Activities Report Henry Guy.....	124
8.6.	APPENDIX 6 - EFE EPI World Ranking.....	126
8.7.	APPENDIX 7 - EFE EPI World Ranking.....	127
8.8.	APPENDIX 8 – EFE EPI World Ranking.....	128
8.9.	APPENDIX 9 - Vocabulary and sound target - Unit.....	129
8.10.	APPENDIX 10 - Vocabulary and sound target -Unit 2.....	130
8.11.	APPENDIX 11 - Vocabulary and sound target -Unit 3.....	131
8.12.	APPENDIX 12 - Vocabulary and sound target - Unit 4.....	133
8.13.	APPENDIX 13 - Vocabulary and sound target - Unit 5.....	135

8.14.	APPENDIX 14 - Vocabulary and sound target - Unit 6.....	136
8.15.	APPENDIX 15 - Vocabulary and sound target - Unit 7.....	137
8.16.	APPENDIX 16 - Vocabulary and sound target - Unit 8.....	138

## List of Tables

Table 1 EF English Proficiency Index .....	32
Table 2 Number of students in the language center of CEC-EPN in the last five years	44
Table 3 Focus group.....	58

## List of Figures

Figure 1 .....	34
Figure 2 .....	42

## **Abstract**

FACTORS THAT MAKE THE LANGUAGE PROGRAM OF THE CENTER FOR CONTINUOUS EDUCATION OF ESCUELA POLITÉCNICA NACIONAL SUCCESSFUL FROM THE PERSPECTIVE OF INSTRUCTORS, STUDENTS AND LEADERS OF THE INSTITUTION.

**Author:** Mónica Yadira Salazar Chicaiza

**E-mail:** salazar558@gmail.com

This study is a qualitative case study that considers a focus group, a questionnaire, and an interview as research tools. It examines the factors that make the language program of the Center for Continuous Education of the National Polytechnic School (CEC-EPN) successful from the perspective of instructors, teachers, and leaders of the institution. The study was conducted with seven experienced instructors who have worked at The Center for Continuous Education of Escuela Politécnica Nacional CEC-EPN for more than fifteen years, thirty students from academic levels who have taken almost one and a half years at CEC, and 1 leader of the institution. The goal of this study is to determine the factors that make the language program of (CEC-EPN) successful. Three research questions were made: (1) What are the foundational, organization, and academic factors that make the language program of CEC-EPN successful from the perspective of instructors, (2) What are the foundational, organization, and academic factors that make the language program of CEC-EPN successful from the perspective of students, and (3) What are the foundational, organization, and academic factors that make the language program of CEC-EPN successful from the perspective of the leaders of the institution. A focus group, a questionnaire, and an interview were designed for each goal respectively. The results were analyzed according to the total response of the participants. The results of the perceptions of the participants were highly significant. All the participants agreed that the factors that make the language center of CEC-EPN successful include academic, organizational, and foundational factors and its components in different degrees of importance. Participants considered the academic factor the mainstay of the center's success.

**Key words:** Language Center, success, foundational, organizational, academic factors.



## Resumen

FACTORES QUE HACEN AL CENTRO DE IDIOMAS DEL CENTRO DE EDUCACION CONTINUA DE LA ESCUELA POLITECNICA NACIONAL EXITOSO DESDE LA PERSPECTIVA DE INSTRUCTORES, ESTUDIANTES Y LIDERES DE LA INSTITUCION.

**Autora:** Mónica Yadira Salazar Chicaiza

**Correo:** salazar558@gmail.com

El presente es un estudio de caso cualitativo que considera un grupo focal, un cuestionario y una entrevista como herramientas de investigación. Examina la perspectiva de instructores, estudiantes y líderes de la institución sobre los factores que hacen del Centro de Educación Continua de la Escuela Politécnica Nacional una institución de éxito. El estudio fue conducido con siete instructores experimentados quienes se han desempeñado en el CEC por más de quince años, treinta estudiantes de niveles superiores del CEC-EPN que han tomado más de 6 ciclos en el centro de lenguajes y el principal líder y fundador del Centro de idiomas del CEC-EPN. El objetivo del estudio es determinar los factores que hacen de esta institución exitosa. En el presente estudio se establecieron 3 preguntas de investigación: (1) Cuales son los factores de fundación, de organización y académicos que contribuyen al éxito del centro desde la perspectiva de los instructores, (2) cuales son los factores de fundación, de organización y académicos que contribuyen al éxito del centro desde la perspectiva de los estudiantes y (3) cuales son los factores de fundación, de organización y académicos que contribuyen al éxito del centro desde la perspectiva de los líderes de la institución. Se diseñaron un grupo focal, un cuestionario y una entrevista para cada objetivo respectivamente. Los resultados fueron analizados de acuerdo a todas las respuestas de los participantes. Los resultados de las percepciones de los participantes fueron muy significativos. Todos estuvieron de acuerdo que lo que hace al CEC-EPN exitoso es una combinación que incluye factores de fundación, organizacionales y académicos en diferentes niveles de importancia; siendo los académicos los considerados el pilar fundamental del éxito de la escuela de idiomas objeto del presente estudio.

**Palabras clave:** Centro de Idiomas, éxito, factores de fundación, organización, académicos

## **1. Chapter I**

### **Introduction**

“English as the world’s lingua franca is the language of science, technology, and business” (Seidlhofer, 2015, p. 339). English is the most spoken language around the world; four hundred million people worldwide speak English as their first language (Biava & Segura, 2010). English is also essential in science. Duarte (2015) explains- proficiency in English is essential to access research results, which are mostly published in this language, and share the results of research. As reported by Mattila (2013), it is the language of technology; English proficiency, together with a good Internet connection and technological tools, enables individuals to have better access to information in the world. Finally, it is the language of business because it allows business people to find worldwide colleagues and offer their products or services to a more extensive audience (Alm, 2003). This framework has stated the necessity that language centers proliferate in their eagerness to contribute to the improvement of global English.

English institutes of language have had great momentum in the last decade. Universities have adopted centers as an operative part of them, and some private organizations have established language institutes that are managed in a particular way. According to the EF Ranking of proficiency (2015), language schools have expanded and contributed to the development of global English, but the success of this process vary considerably in the international, Latin American, and Ecuadorian scopes. European centers have developed language programs for improving the learning of English as a second language (Ingram, 2001). They have stated different standards in the international context. The activities developed by these institutions have made these countries reach very high levels in the English Proficiency Ranking. These results have placed the European countries in a competitive working, scientific, and technological market. On the other hand, Latin America presents low results (EF, 2015).

From fourteen countries in Latin America, except for Argentina and the Dominican Republic, all are in the lowest level band of the ranking (Education First, 2016). Besides, Education First states that Argentina has the highest level of proficiency in the region owing it to the mandatory nature of English in its educational institutions. The country has also a political and economic agreement in its attempt to get a diversified trade network. Another fact provided by EF is that Uruguay has had success in the ranking because the teaching politics in language centers focus on technology, online connection, and native teachers while Brazilian and Mexican schools of language bet to student mobility. Latin America is the only region within the world with a reduction in the level of English during the past year. Ecuador, Guatemala, and Peru are the ones that descended the foremost. Placing Ecuador in the global context and make it internationally competitive has been the goal for the last governments.

For two decades, the Ecuadorian Government through the Ministry of Education has implemented some actions focused on improving the level of English. One of the first actions has been the obligatory nature of English in secondary Education (Ortega,D., 2016). Among other intends, the CRADLE Project, which was applied in Ecuadorian high schools, included a series of books named “Our World through English” which objective was to teach English based on Ecuadorian’s reality (British Council, 2015). Some other projects have been the project for strengthening the teaching of English, the creation of the English curricula, and training programs. Nevertheless, there is little or no change, according to the Education First (2015) research, Ecuador is in the forty- seventh position; low level of the ranking. According to Ortega (2016), one of the main factors influencing this failure is that for decades the policy about the English language in the country aims to have English as an optional language.

In Ecuador, Quito concentrates the majority of English Language Centers. The most common institutions are SBS Consulting, Aprendun, CEC-EPN, ESPE INNOVATIVA,

Alianza Francesa de Quito, CAMBRIDGE, CENDIA, Centro Ecuatoriano Norteamericano, Internacional SEK del Ecuador, Oxford, Siyuan. A total of 12 centers offer language courses in the city of Quito (English, French, and Mandarin). Also, 32% of the offer of language courses is held by the company SBS Consulting because more than its regular courses, they also teach specialized courses for merchants, waiters, secretaries. In this month 76% of the offer found in the market was English courses, 15% Mandarin courses, 6% French courses and the remaining 3% were Russian language courses (Carrera, 2019).

SBS Consulting is a worldwide company specialized in consulting and training for companies and corporate leaders. Its core objective is to promote the stimulus of entrepreneurship and the development of society (SBS, 2019). APRENDUM is a site specialized in online formation. ESPE innovative is a center which purpose is to establish itself as an articulating entity of the relationship between the University of the Armed Forces - ESPE, with the national and international environment, generating a feedback process with the teaching, research, and relationship processes with society, through planned and regulated procedures (ESPE, 2019). CEC-EPN is a vocational training center that offers training and consulting services with excellence. CEC works with advanced technology to contribute to the development and competitiveness of its clients (EPN, 2014). As mentioned before, the level of English in Ecuador is in a low level and therefore it may be of value to determine the factors that make institutions sustainable and successful.

Foundational, organization, and academic factors lead a school center to success and sustainability. The foundations over which a center functions are the mainstay of it (Ingram, 2001). These foundational factors include the background of the center, geographical location, purpose, mission, and facilities as influencing factors in the successful development of the language schools. Organization factors are the way language centers are organized. It determines the future development of an institution. These factors consider the administrative

management, the interactions and links with other institutions, the budget, and the uniqueness of the center. Another factor is the academic management of a language school which is described in terms of activities, staffing, leadership, and management. The academic factors are the organizational aspects related to teaching practice that influence basic leadership and expert practice. Considering this scheme, it is necessary to determine the factors that make language centers successful.

The language center of CEC EPN is an operative unit of National Polytechnic School. This center has yield positive results in the economic, social and academic fields. The increasing number of students every period, the high amount of economical income, the recognitions obtained are clear indicators of success. The purpose of this study is to determine the factors that make the language center of the Center of Continuous Education of National Polytechnic School (CEC-EPN) successful from the perspective of instructors, students, and leaders of the institution.

## **The Problem**

### **1.1. Statement of the Problem**

Ecuador is in a very low band in the English proficiency ranking. It is in the forty-sixth position of this estimate together with thirteen more countries in Latin America. In the fifth edition of the EF EPI Ecuador obtained a score of 51.67; little more than the average. In the sixth edition, the score decreased to 49.13; a significant reduction in the level. The trend of the Ecuadorian level of English has gone from low to very low and there is not enough study about this phenomenon. It is urgent to take the necessary actions to improve the level of English in Ecuador and language centers have the actions.

Although at the international level, Language Centers have made an outstanding contribution to increasing the level of English (Ingram, 2001), it does not occur in Ecuador

where Language centers are not sustainable in time and do not yield positive results. Only a few centers stay in time and bring in acceptable outcomes in the process of improving the level of English in the region. From the total of language schools created in the last two decades, only 10% manage to stay active, but only two percent achieve successful results. There is no clear information that helps to determine the factors that make some language centers to excel and others not, but international studies state three specific affecting factors.

According to Ingram (Ingram, 2001), some factors to consider in the development of language centers at the international level are foundational, organization structure, and academic management. The existing literature doesn't provide information about foundational factors that surround the creation of Ecuadorian language centers; their background, the influence of the geographical location, their purpose, mission, vision, and facilities. The literature neither supplies information about the organization factors in the manner that administrative management, interactions and links with other institutions, the budget, and uniqueness of the center, nor data about the academic factors for instance teaching practice, leadership, and activities. The reviewed literature shows clear gaps in the information about Ecuadorian language centers.

### **1.1.1. Basic foundations**

The foundations of a language center might lead to the success or failure of them. The nature of language centers shows the usual characteristics of the institutions under study. It is mandatory to determine the background of successful institutions, in other words, there is a necessity to find out what's behind them regardless of whether it's physical, or immaterial, similar to an individual's biography. The first thought of foundation was the utilization of stage view or painted drops that built up a play's setting. The purpose of the formation of language centers focuses on the motivation behind and state why the institute was created while the mission makes a feeling of character for it.

The foundational factors that support a language center lead to the subsequent development of the institution. These factors state the base over which all processes regarding language instruction and its consequent success and sustainability bolster. This point of view makes imperative the analyzes of the foundation factors that support language centers. Given the absence of previous studies about Ecuadorian educational institutions, the current study examines the nature, background, geographical location, purpose, mission and facilities that keep a model center successful and sustainable in time.

### **1.1.2. Organizational structure**

Organizational structure is a factor considered as a basic aspect of the development of language centers. The way language centers are organized determines the future development of the program. Organizational structure is the system used to describe a hierarchy of leadership inside a language center. This structure sets up how affiliation functions and helps a relationship in getting its destination to consider future advancement. The way centers are organized is a trigger factor for them to succeed or fail in the purpose of language centers. For this reason, it is compulsory the exploration of organizational factors that backup the sustainability and advance of Ecuadorian language institutions. Due to a lack of information and research about these factors, the current study attempts to define the organizational factors that led to the successful development of language centers. Among these factors, the administrative management, interaction and links, budget, constraints and opportunities, and the uniqueness of the center are deeply analyzed.

### **1.1.3. Academic management**

The authoritative angles that influence basic leadership and expert practice impact in practice and administration. As indicated by Baldrige (2008), the hierarchical attributes of language centers, the assorted variety in the scholastic framework; the organization of the board

and administration, and the management of institutional atmospheres and personnel assurance play an important role in the development of language centers. Language centers have a particular proportion of self-principle and opportunity in their essential authority to ensure that their specific needs can be met according to the direction given. From the academic point of view, the methodology applied by instructors, the interaction and links stated to contribute to social development play an important role in the success of institutions. For this reason, the comprehension of academic factors that promote outstanding language schools is essential. Besides, there is a lack of studies in Ecuadorian language centers.

## **1.2. Background and Need (Justification)**

The necessity to identify factors that make successful language centers that contribute to improving the level of English in Ecuador is urgent. In the international field, Language Centers have contributed to increasing the level of the lingua franca (Ingram, 2012). In Latin America, it is different because it remains at a very low level of proficiency. Ecuador keeps a low score in the ranking and language centers are not sustainable in time. It is worth analyzing how the foundational factors, organization structure, and academic factors contribute to the success of language centers and in this way to the improvement of English language level in our country.

### **1.2.1. Basic foundations**

It is valuable to determine the foundational factors that make language centers successful in terms of economic prosperity and the consecution of educative goals. The base over which institutions are created is determinant in its sustainability. For this reason, it is important to do research that identifies foundational aspects that contribute to the success of one of the centers that has remained in time with prosperous results. This study will provide a model for other institutions to consider in running a language center.



### **1.2.2. Organization structure**

Another aspect is the analysis of the organization aspects that lead language centers to success. Research on these factors will provide a model framework to apply in the existing or new language centers in Ecuador. The chain of command inside an association is a mainstay that directs how an association works and helps language centers in getting its objectives and the necessary actions to take into account for the future development of language teaching in our country. It is important to determine the organizational conditions that make a language school successful.

### **1.2.3. Academic management**

The analysis of academic management is the backbone of this study. Academic management is crucial in the stability of language centers. This is a decisive point of analysis which will state the way in which the academic organizational characteristics, the diversity in the academic system, the patterns of management and governance, the bureaucracy and autonomy in academic work, and institutional climates and faculty morale influence in the successful development of language centers.

It is important to do research on what makes a language program successful with the objective of improving the language proficiency in Ecuador and lead the country to an international context. The purpose of this study is to understand what makes the language program of The Center of Continuous Education of Escuela Politécnica Nacional (CEC-EPN) successful and how it contributes satisfactorily to achieve the standards of the Common European Framework of Reference for the Languages. In other words, it is worth analyzing this particular case because this language center can provide a good model for other institutions to follow.

### **1.3. Research Objectives**

#### **1.3.1. General objective**

To determine the factors that make the language program of The Center for Continuous Education of Escuela Politécnica Nacional (CEC-EPN) successful.

#### **1.3.2. Specific objectives**

- To describe the basic foundation factors that make the language center of CEC-EPN successful.
- To identify the organization structure factors that make the language program of CEC-EPN successful.
- To define the academic management factors that contribute to the success of the language center of CEC-EPN.

### **1.4. Research Question**

According to the objectives of this research the following are the research questions that guide the study.

1. What are the foundational, organization, and academic factors that make the language program of CEC EPN successful from the perspective of instructors?
2. What are the foundational, organization, and academic factors that make the language program of CEC EPN successful from the perspective of students?
3. What are the foundational, organization, and academic factors that make the language program of CEC EPN successful from the perspective of the leaders of the institution?

### **1.5. Significance**

This case study will provide a model for Ecuadorian institutions to follow. It is socially and theoretically significant because it will be a valuable contribution to inform other English language institutions about the aspects that contribute to the success of language centers. This

study attempts to improve student's performance in the field of English language; shortening the gaps between people who are learning and those who are not in a satisfactory way. It is necessary to determine the long term and short term benefits of the study.

The long-term benefits of the study are the improvement of the general language proficiency of Ecuadorian students and the consequent placement of Ecuador in the international context. A good model for other language centers is worth since it guides them to follow a pattern of success and stability in terms of administrative and academic management, at the time that it guides them to be aware of the basic conditions required to establish a solid basis that secures the fruitful development of the center. This strength will direct in turn to the rewarding efficiency of Ecuadorian people in international exams, as a consequence, the rise of the level that Ecuador holds in the English Proficiency Ranking.

The short-term benefits are for students, teachers, and leaders. The study promotes satisfied students with a better level of competence in English. Teachers are aware of the methodological aspects that make a language center successful. Leaders are attentive to the aspects that outline a fruitful language school and consequently, the establishment of more centers that cover the language necessities of Ecuadorian students.

## **1.6. Terms and Definitions**

CALL: Center for Applied Linguistics and Languages

CEC: Center for Continuous Education

CILT: Center for the Information of Language Teaching.

Competitive: suited to compete

EF EPI: Education First; English proficiency Index (EF, 2015). The EF English ranking of proficiency is an investigation that examines the English level of schools and universities

around the world. The EF English Level Index (EF EPI) is the first and most complete grouping of English language abilities in youth and grown-ups the world over. As a point of reference at the degree of English after some time, it was looked for that the EP EPI will empower exchange and positive discourse on language educating and English evaluation rehearses, just as an appraisal of the effect of aptitudes of the language in nations, organizations and in the individual aggressiveness of who and what is to come.

EPN: Escuela Politécnica Nacional (Ecuador)

ECML: European Center for Modern Languages.

Foundations: The common or arranged ground or base on which some structure rests(Thesaurus.com, 2019).

Global Context: MYP Global Contexts. Personalities and connections. What our identity is: an investigation into the idea of oneself; convictions and qualities; individual, physical, mental, social and profound wellbeing; human connections including families, companions, networks and societies; rights and duties; being human(Southside, 2019).

Language Center: A language school is where one examinations an unknown dialect. Classes at a language school are typically outfitted towards, for instance, informative skill in an unknown dialect. Language learning in such schools regularly supplements formal instruction or existing information of an unknown dialect(Wikipedia, 2018).

Lingua Franca: A most widely used language is a language or method for conveying which is utilized between individuals who don't communicate in each other's local language (Collins, 2019).

NFLC: National Foreign Language Center.

Proficiency: The reality of having the ability and experience for accomplishing something. (Cambridge, 2019).

RELC: Regional Language Center.

Successful: getting the desired results(Cambridge, 2019)

### **1.7. Limitations**

The type of research and the nature of the institution object of study states some limitations for the study. The gathering of information will involve limitations that might hinder the study. The main limitations are; limited time for research, limited access to bibliography, and limited access to the main informant.

The time stated for this research might be limited because of the type of information it attempts to gather. There are different issues related to the research which might take more time than the available. The organization of CEC is in cycles of about two months, in consequence, the process might be interrupted after cycle and the scheduled plan might be affected. Nevertheless, the plan is scheduled accordingly.

On the other hand, although there is enough bibliography about the development of international language centers, the information about the roles, functioning, and management of Ecuadorian language centers is not sufficient. Some studies about Latin-American centers are analyzed, however, the existing literature is not ample.

Another limitation of the study is the difficulty in contacting one of the main informants because he has just left the institution. Because of the first-hand information he manages, this informant is a key participant in the study. He is the founder of the institution who provides valuable information about the nature, origin, and story of the institution.

To summarize the chapter, the necessity to improve the level of English in Ecuador and the urgency to place our country at a better level in the English Proficiency Ranking makes it imperative to provide a model for language institutions to follow. Placing Ecuador in a global context generates the requirement to comprehend the main factors that lead an institution to success and sustainability. Some of the factors considered after a literature review on international studies are foundational factors, organization structure, and academic management, which Ecuadorian institutions have not analyzed. According to the objectives presented, the research question stated, the current research analyzes literature about international models of success and sets strategic methodology that leads to the accomplishments of such goals. It also overcomes any possible limitation with the sole objective of being part of the institutions that provide outstanding contributions to the development of English in the world.

Chapter two presents the in-depth analyzes of the existing literature about language centers considered models of success for their sustainability in time, recognition in the international field, and because of the contribution to the international development of English. Chapter three introduces the methodology applied to the consecution of credible results. It describes in a detailed way how the research method and approach was chosen and fulfill the necessities of the research project. At the same time, it describes how the tools applied to collect information contribute to obtaining conclusive results in order to provide a model of an Ecuadorian institution.

## **2. Chapter II**

### **Literature review**

#### **2.1. Literature Review**

This study attempts to determine the factors that make language centers successful. The study bases its analysis in the report presented by different international, national and Ecuadorian language centers. Language Centers have contributed positively to the development of the lingua franca in the world; English. They have played an important role in the international and national statements of language and education policies (Ingram, 2012). However, Latin America shows a poor development of the English language. According to the EF ranking of proficiency in English, Ecuador is placed in the lowest band in this estimate. Ecuador is a clear example of the limited progress of language skills in the region. In spite of the efforts of the government for improving the level of English in educational institutions, the categorization in the EF EPI ranking sets Ecuador in one of the lowest levels.

The EF English Proficiency Index (EF EPI) is the first and most complete grouping of English language abilities in youth and adults over the world. EF EPI empowers exchange and positive discourse on language educating and English evaluation rehearses, just as an appraisal of the effect of aptitudes of the language in nations, organizations and in the future of an individual. The following chart presents information about the contrast in the development of English among the first country in the ranking and Latin-American countries including Ecuador. (“EF-EPI |,” 2018)

Table 1  
*EF English Proficiency Index*

<b>Country</b>	<b>EF EPI 2017</b>	<b>EF EPI 2018</b>	<b>EF EPI 2019</b>
Países Bajos	70.58	72.16	70.27
Argentina	60.26	58.40	58.38
Ecuador	51.67	49.13	46.57
Colombia	46.54	48.41	48.75

*Source. EFE EPI (2019)*

**Note.** The change in the EF EPI grade is the difference between the grading of a country in the fifth edition and the sixth edition. Any variation higher than 2 points, shows a significant change in the level of English.

The Table above shows a marked reduction in the level of English in Ecuador. According to EF-EPI (2015), Ecuador has experienced an average reduction of 2.55 points in the last three editions. As mentioned in the same report, any variation higher than 2 points expresses a meaningful change in the level of English. The last edition states Ecuador in the 81st position of the ranking which is considered very low proficiency in the ranking. Language Centers in our country create language programs to contribute to the improvement of English but they are not sustainable in time. There are different opinions but not a general agreement on the aspects to consider for the successful development of language schools.

Some authors state different factors that determine the successful development of language centers. According to Posada Ortiz and Patiño Garzón (2007), the success of institutions is given by pedagogical practices. This author states that instructional method is a fundamental piece of the development and success of language programs. In this article, instructive practice implies the portrayals that educators have about their academic and instructive work and the manners in which they uncover them in class. Another study published by Forbes Mexico (Villafranco, 2017), determines that factors such as a value proposal, business model, and advertising play an important role in the development of a language program. In addition, Topping (2015) determines that the development of language projects has required the improvement of new teaching materials and the preparation of new staff, each time under serious confinements of time and labor.



The main factors for the success of language centers are the market entry strategy, the concept of the product and the service delivery system, the operation strategy, and strategic links (Cervilla, 2008). Market entry strategy means to build their understanding of the business opportunity, the entrepreneur must first focus on studying the potential market and assess how prepared he is to adopt his product, in other words, analyzing the trends and behaviors of consumers to look for new products and services. The concept of the product and the service delivery system defines how language students have access to knowledge of the language of interest. The operation strategy is the way in which the center is organized. The strategic links state the different alliances the center has stated to get better results.

International centers report the foundational organizational and academic factors that influence in their prosperous development. The language centers analyzed are The Centre for Information on Language Teaching and Research (CILT), The Regional English Language Center (RELC), The European Center for Modern Languages (ECML), and The National Foreign Language Center (NFLC). According to Davis (2015), the general success of CILT depends on the staff association while the fruitful scholarly administration that has lead RELC states that the main factor of success is the scholastic administration of the organization (RELC, 2019). Also, the data given by (ECML, 2019) decides the incredible impact of instructive practices as a component of the scholastic administration in the achievement of success.

In Ecuador, some centers provide consulting and language services. SBS Consulting, Apendun, CEC-EPN, ESPE INNOVATIVA, among others. SBS Consulting is a company with global reach specialized in consulting and training for companies and corporate leaders. (SBS, 2019). APRENDUM is a site specialized in online formation. ESPE innovative is an articulating entity of the relationship between the University of the Armed Forces with the national and international environment, generating relationship processes with society, through planned and regulated procedures (ESPE, 2019). CEC-EPN is a vocational training center that

offers training and consulting services with excellence to contribute to the development and competitiveness of its clients (EPN, 2014).

Research made by the marketing department of CEC-EPN states the level of courses offered and customer acquisition among remarkable language service suppliers. A total of 12 centers offer language courses in the city of Quito (English, French, and Mandarin). SBS Consulting holds 32% of these language courses; they also teach specialized courses for merchants, waiters, and secretaries. In June 2019, 76% of the offer found in the market was English courses, 15% Mandarin courses, 6% French courses and the remaining 3% were Russian language courses (Carrera, 2019). On the other hand, the report states the level of offered courses and customer acquisition as shown in Figure 1.

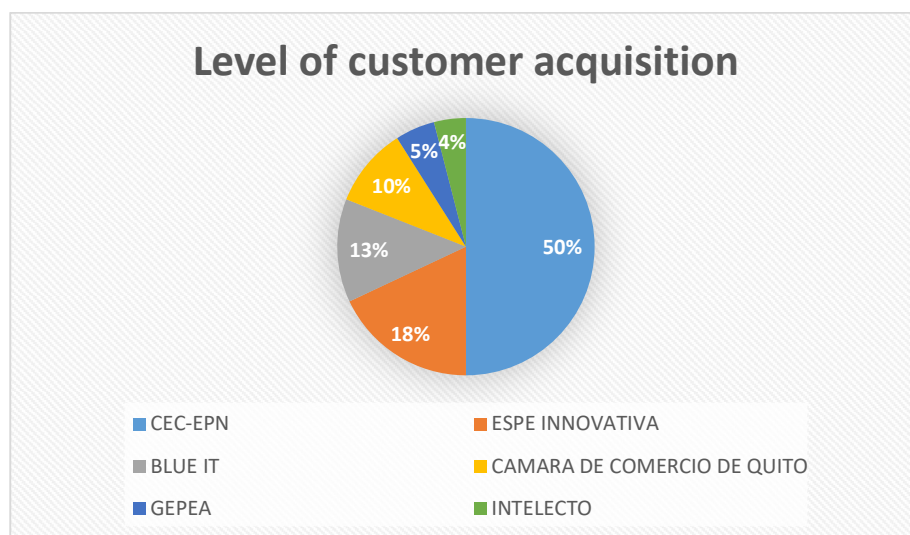


Figure 1: Level of customer acquisition in Quito

Other centers that are part of the language schools in Ecuador are Full Wright, which is an English program that functions in cooperation with the government of the US. This program allows students to travel abroad and study in the United States or get a teaching position in Ecuador. KOE is also a language center that focusses its goals in teaching young people and preparing them for university exams and learning English. Wall Street Institute is a language center whose objective is teaching English for certification exams. Cambridge

School of Languages has a focal point the teaching of British English for communicative purposes. These language centers are the few that have kept up throughout time while others have disappeared.

The study of international and Ecuadorian language centers state three basic key factors in the successful development of language schools. At the international level, it provides the concept that the foundations that surround the functioning of institutes affect the future development of them. Another aspect to consider is the administrative organization of institutions including the interactions and links. The third factor of success is the academic management of the center. Although Ecuadorian language schools seem to follow the same pattern, there is not enough literature that support this theory. The following presents an analysis of these factors; basic foundations of the center, organization structure, and academic management Ingram (2012).

### **2.1.1. Basic foundations**

Successful language centers announced the foundational factors that influence the right development of them. The report of The NFLC (2019), a unit of the University of Maryland, states that one of the foundational factors that make the center successful is the fact that it is a national institution that has concentrated on the goal of helping individuals. Another factor is the background of the center; NFCL responds to the opportunity to create new language policies in the USA. In addition, NLFC is located in the capital city to facilitate policymaking. The factor related to facilities has been a factor of success due to the association with the University of Maryland, but in part, an important constraint because of the fees the center has to pay to the university.

The general report of ECML defines the factors that have promoted the center to be successful are its nature since; it has a significant job in teacher's instruction or teacher

improvement. An important aspect is the background; the necessity to assist new European countries in the formation of modern language policies promoted the creation of the center. The geographical location is significant because of the centrality of the location in Europe. The purpose and mission of the center; the Center's objectives exist inside the setting of the objectives of the Council of Europe, specifically to look for more noteworthy solidarity among the European individuals, the facilities; it has a historic structure in the college quarter of Graz, a short way from the downtown area.

CILT's underlying point was to gather and give data on the educating of modern languages (Hawkins, 1996). According to the report of CILT (2015), one of the foundational factors that contribute to its success is its nature; it is government-financed. Another aspect is its background; the need for making CILT was for data jobs through documentation administrations. The geographical location states the third perception of success; it works in compliance with the Comenius Centers around Britain including government agencies and foreign cultural organizations. Another important point to consider is facilities; it accommodates its 30 staff, meeting rooms, resources Library, and other facilities.

The SEAMEO regional Language Center was built up with the point of having an encouraging focus which would improve the models of showing English as a second language (RELC, 2019). The report on this center states the foundational factors that make the language program successful. The nature of the center elucidates that it is a training community, but it also works on particular consultancy services. Another important factor to mention is its background; the objective to create the center was to help the nations of South East Asia meet the language instruction needs. In addition, its geographical location and facilities are practically perfect for an encouraging foundation serving a huge area in South East Asia.

### ***2.1.1.1. Nature of the Language Centers***

The nature of language centers describe the usual characteristics of the institutions analyzed. It defines the type of institution. According to Ingram (2012), two of these centers, ECML and RELC, have a significant job in teacher's instruction or instructor overhauling. They provide training in the development of language programs. On the other hand, CILT and NFLC are national institutions. The first is government-financed with information purposes while the other is college-based and benefactor subsidized focused on language policy. CALL is self-founded. It is added to a university and the only purpose is the teaching of English as a second language. At a national level, CEC-EPN is one of the institutes with the highest customer acquisition as shown in figure 1.

CEC-EPN is a vocational training center that offers training and consulting services. A university-based center works with highly qualified professionals and advanced technology to contribute to the development of its clients. It operates in three areas Linguistics, virtual education and classroom education. The focal point of linguistics is the teaching of English, French, Russian, and Mandarin. Classroom education offers training in office automation, public management, managerial skills, projects, and others while virtual education is oriented to provide consultancy services and teaching in the same areas but through an online platform (EPN, 2019)

### ***2.1.1.2. Background***

The background of the Language Centers object of analysis describes their foundations. According to Watkins (2017), the background of language centers state a basis for their future improvement and success. The language centers under analysis show that they were created in response to a necessity. The necessity for creating CILT was for information roles through documentation services. ECML, was created due to the necessity to assist new European countries in the formation of modern language policies. In addition, RELC emerged with the

aim of improving language teaching and education. CALL was established to respond to necessities in Australia when education started to be a major in that country. The common pattern in the origin of language centers was the necessity to be part of the globalization system (Sussex, 2004).

The creation of the language program of CEC-EPN responded to a growing necessity. The founder of CEC created the original idea for marketing purposes and given the necessity to improve the learning of languages and make Ecuador competitive. According to investigation Students entering Escuela Politécnica Nacional needed to improve their level of English and approve international exams to access international education and job positions. In consequence, the founder came up with the idea of creating a language program with high academic courses and the best possible affordable price where the general population could study (Guy, personal communication, 2019)

#### ***2.1.1.3. Geographical location***

This refers to a particular area where language centers are located. According to the analysis, this factor has an influence on the success and development of the institutions. The geographical location of these centers is a reflection of their purpose. All centers under study are strategically located as focal points to provide communication services among regions or to provide easy access to their services, whereas, CALL is partly located in a University Campus and partly in a touristic area to attract non-campus students (Lambert, 2001). The language center of CEC-EPN is located in the capital city of Ecuador. It functions partly in the External Media building on the EPN campus and partly in a private building a few kilometers from the campus.

#### ***2.1.1.4. Purpose and mission***

The purpose for the creation of language centers states the reason why each one of these was created while the mission defines a sense of identity for the institutions. The purpose and mission of the language centers are fulfilling the needs of their region. Thus, NFLC, CILT, and RELC have the mission of improving language communication, cross-cultural communication, and the general language ability of their countries. In addition, they look forward to supporting language activities and providing training for language teachers. CALL, on the other hand, has as its mission the development and implementation of language programs and research.

CEC-EPN will be the national referent in continuous education, with certified quality. The language school of CEC-EPN has the mission to power the knowledge of the productive sector of Ecuador. The quality policy attempts to provide, in the field of Continuing Education, quality service to interested parties, understanding their requirements, achieving their satisfaction with opportunity, continuous improvement and creativity; contributing to the development of the country and complying with the relevant legislation” (EPN, 2019).

#### ***2.1.1.5. Facilities***

Facilities refer to a place where the specific activities of the institutions under study develop their activities and the influence of this in the development of them. Due to the necessity to remain wholly independent, these centers have a significant concern; the provision of facilities. CALL is part of Griffith University, but has to pay capital and administrative fees on his students. Due to this fact, the center has modified the schedule of courses to reduce the amount of rent to pay. CILT has created a strategic plan for the use of facilities around the country, at the time that, it gets extensively distributed clients.

CEC-EPN functions in three buildings Medios Externos (ME), Araucaria (A) and Ladrón de Guevara (LG). The ME building is on the Polytechnic campus. It functions

specifically to supply the language academic needs of EPN students. Araucaria building serves mainly to particular students. LG delivers services to particular as well as polytechnic students studying French and academic levels of English. Although the mentioned before is the target, the type of students may vary. One more building was incorporated during the research process; Henry Guy building (HG) which provides services to particular and polytechnic students in the same areas.

### **2.1.2. Organizational structure**

A hierarchical structure is a framework used to characterize a chain of command inside an association. This structure is created to set up how an association works and helps an association in getting its objectives to take into account future development. The structure of language centers that are the object of our study is delineated utilizing a hierarchical outline. According to (Espejo & Watt, 2018), organizational structure is the administration of unpredictability, and in specific the techniques utilized by the heads of institutions to adapt to the multifaceted nature of their activity. This section analyses the way these language centers are organized, interactional links, budget, constraints, and opportunities.

#### ***2.1.2.1. Administrative management***

The language centers under analysis manage mostly hierarchical administrative structures that vary according to each center. They have as common characteristic an overseeing board that sets needs, endorses projects, and states methodologies. CILT and NFLC have warning councils which are a gathering of people who bring interesting information and aptitudes which expand the learning and abilities of the formal top managerial staff for better control of the center. ECML and RELC have governing boards. A governing board is a leading group of officials. A board of trustees of college officials who have general supervision over



the welfare and direct of understudies. On the other hand, CALL is a university center that is managed by the university council (Lambert, 2001).

The linguistics manager rules all the activities developed in the language center of CEC-EPN. He is in total control of the linguistic activities refined in the language institute. He acts under the supervision of the director of CEC-EPN. At the same time, CEC's director has control of the EPN principal who is superintended by the polytechnic board. The Polytechnic board is a student based administering board selected to control the activities of the center. It is the highest level in the organization chart. (See figure 2)



### **2.1.2.3. Budget**

The subsidizing security is a key point in the development and success of language centers. The most elevated amount of subsidizing security appears, in centers that are straightforwardly sponsored by the government. Sponsorship is the option to connect administrations with the supported association's administration, item or movement, as an end-result of arranged and explicit advantages support or special chances (Government in Western Australia, 2014). On the other hand, wholly self-funding centers have to struggle to pay fees to their host university. A Self-funded center is an institute in which the center assumes the money related hazard. These centers receive dividends from student's fees and projects.

NFLC is self-funding, and receives support from donors. CALL is wholly self-funding and operates as a commercial academic center. Its incomes enter from project grants and student payments (Genesee et al., 2006). Some centers directly backed from the government are CILT, ECML, and RELC which have the opportunity to put forth a defense for extra income for specific ventures, for an arranged development or new action. On the other hand, they work under a high level of pressure for producing incomes from student's fees or projects. These centers are also vulnerable to political changes.

CEC-EPN is totally self-funding and operates as a commercial academic center. The center receives earnings from particular students, but serves polytechnic scholars as well; the estimated number of students per year is twenty thousand. Other profits come from projects and translations. The amount of revenues that the center produces contributes highly to the budget of the National Polytechnic School. Although the cost of its courses is the lowest price in the market and it is free for polytechnic students, it generates incomes that constitute the mainstay of the allocation. (See table 2)

Table 2

*Number of students in the language center of CEC-EPN in the last five years*

	2014	2015	2016	2017	2018
EPN St.	7492	7675	8593	8981	8088
Particular St.	22472	25157	25212	25378	23610
Total	29964	32832	33805	34359	31698

### 2.1.3. Academic management

The organizational aspects that affect decision-making and professional practice influence in centers practice and governance. According to Baldrige (2008), the organizational characteristics of colleges and universities, the diversity in the academic system; the patterns of management and governance, the bureaucracy and autonomy in academic work , and institutional climates and faculty morale highly impact the successful development of language centers. Language centers have a specific measure of self-rule and freedom in their basic leadership to guarantee that their particular needs can be met.

Regarding the latest report of CILT the academic management of the language center is based on the staff organization (Davis, 2015). On the other hand, the successful academic management that has lead RELC states that the academic management of the institution has contributed greatly to the sustainability of the center (RELC, 2019). In addition, the information provided by (ECML, 2019) determines the great influence of pedagogical practices as part of the academic management in the success of the center. The main aspects stated by the centers as mentioned before are the activities developed by the centers, leadership, and staffing.

CEC-EPN has a very organized system of academic management. The linguistics manager is the head of the institution who works with the assistance of one coordinator and sub-coordinators who control all the academic activities developed in the institution. To access a language course, students must take a placement exam, which places them into the corresponding level. Each level lasts eighty hours and to approve it, candidates must obtain

73% in the final score and 83% attendance. The final score is given after four exams, an oral evaluation, and the instructor's assessment plan which must be informed to coordination and students in advance.

#### ***2.1.3.1. Activities***

NFLC states that part of the success of the institution is based on the setting and application of language policy. This is an important activity that has led the center to be sustainable in time (Alanís & Rodríguez, 2008). CALL states that language strategy is one of its chief advantages yet its inclusion relies upon specific contracts won and on the individual warning exercises of individual staff individuals. CILT, ECML, and RELC have the duty of helping educators towards additional compelling usage of the strategies of Britain, the Council of Europe, and the SEAMEO gathering separated nations. In other words, their contribution to language strategy is either in a roundabout way through the individual exercises of their staff.

CEC-EPN coordinates and conducts training and consulting with highly qualified professionals and advanced technology to contribute to the development of human talent and the competitiveness of its clients. It aims to offer language courses at the highest level and provide quality and prestige language services through the Coordination of Linguistics and Cultural Exchanges (EPN CLIC, 2011). It provides services in the teaching of English, French, Russian, and Mandarin. The coordination of linguistics also assists in translations, and provides training in the teaching of English as a foreign language and cross-cultural awareness.

#### ***2.1.3.2. Staffing***

According to Ingram (2012), an important factor that makes the centers under analysis successful is the fact that those institutions focus on participating in broadened teaching programs. These centers generally have extended staff. CILT appears to be most successful in utilizing its systems administration to limit its staffing, however; it has an all-inclusive system

of linkages. CALL has the adaptability to take on or expel staff as per its degree of movement. It manages temporary contracts. CILT, ECML and RELC consistently either have the choice of putting forth a defense for an expanded or diminished staffing level with the objective of producing the whole staff for an enterprise or complete it. In all cases qualified personnel.

The language center of CEC-EPN manages staff contracts for each cycle. To teach at CEC EPN, language instructors must have a university degree and have ESL EFL teaching attitudes that meet the requirements and approval of the CLIC coordinator. They must also pass the proficiency test with a minimum grade of 83%. At the end of each cycle coordination and students evaluate instructors; if the result of the evaluations is less than 80%, they will not be rehired until they approve the corresponding evaluation process. Instructors that have approved TEFL training have the possibility to work at CEC as instructors.

### ***2.1.3.3. Constraints and opportunities***

A constraint is something that cutoff points or controls what you can do. They are elements or factors that restrict the potential, functioning and successful development of language centers (Sussex, 2004). An opportunity is the favorable circumstances for the language centers to be successful. All the language centers analyzed present both constraints and opportunities. The main opportunity observed in the analysis is the one related to globalization, which serve to the center as a growing factor due to the current demand of language instruction.

Finances are the principal constraint stated by Ingram (Ingram, 2012) in most cases, it depends on student's fees. CALL is the center with the most limitation because it generates all its incomes from student's fees and it does not have any additional support, but it has to pay some tariffs to the host university. Moreover, for centers that are partially dependent on government the main constraint is the inability to operate independently. They have to set

priorities according to the government's politics. Despite these constraints the possibility of success for language centers is high due to globalization and the wide range of opportunities it generates.

CEC's finances depend on the fees of particular students. In the beginning, it might be considered a constraint, but according to the information presented in Table 2, there is an increasing number of students every cycle. This is because of the high prestige CEC has achieved over time and partly because it is an operative unit of The National Polytechnic School. The number of students CEC acquires every cycle has made it a potential source of income for EPN.

#### ***2.1.3.4. Leadership and management***

The perception that human talent personnel and clients have of the place where they interact is an important factor in the successful development of institutions (Serrano Orellana & Alexandra Portalanza, 2014). The organizational climate and leadership are key factors in the advancement of language centers. The organizational climate has a direct influence on the process and development of any kind of institution. The concept that instructors and students have about the place where they interact is of uppermost importance. According to (Chiavenato, 2004), the institutional environment is formed by the quality of the psychological environment of an organization that is achieved with the level of motivation that people maintain.

The main leader of CEC-EPN is his founder who has managed the institution applying a democratic authority. He has been a democratic leader who makes decisions in consultation with the subordinates and considering their individual differences as much as their professional qualities. The purpose of this type of management is that decisions and actions are consulted

encouraging the participation of workers. This has elicited instructor's professionalism and strong motivation to work in the most active way to reach satisfied students.

To sum up, there is no general agreement on the factors that make a language program successful. Some authors argue that the success of language centers depend on foundations such as the nature of the center, or if it is part of a bigger institution. Some others determine that its success is mainly due to organizational factors and budget, while some others state that the backbone of the center's success is the way centers manage its academic process. Ingram (2012), provided a complete and well organized study of five international language centers in which he analyzes three general aspects: foundations, organization, and academic management with its corresponding sub aspects. The current study bases its analyzes in this pattern with the clear objective to determine the foundational, organization, and academic factors that make the language program of CEC-EPN successful from the perspective of instructors, students, and leaders of the institution.



### **3. Chapter III:**

#### **Methodology**

The purpose of this study is to determine the factors that make the language program of CEC/ EPN successful from the perspective of teachers, students, and leaders of the institution. Based on this objective the research design states the adequate research approach, the method that better fits the research, the population over which the process is developed, the sample determined for the study, and the data procedures applied during the investigation procedure. All this guarantees the credibility of the information.

#### **3.1 Research Approach**

A qualitative approach is the method that fits the objectives of the study. Hernandez (2014) stated that a qualitative approach is guided by meaningful areas or topics. According to the University of Utah (2016) the major focus areas are individuals, society culture, and language and communications. The information obtained from research about international language centers considered internationally successful, determined three meaningful topics in this research. This study investigates to get a profound understanding of the phenomena that is making the language center of CEC-EPN successful.

#### **3.2 Research Method**

The method applied in this research is a case study. A case study grants the researcher to investigate entities by complex interventions or programs (Yin, 1994). A case study will allow a more in-depth understanding of the success of the language program at CEC-EPN, the strategy implemented as well as the factors that contribute to this success from the perspective of teachers, students, and leaders of the institution. This case study is an intensive study of one of the operative units of National Polytechnic School to determine the factors that contribute to the aforementioned success.

The research process was developed in CEC-EPN. The Center for Continuous Education (CEC) is an operative unit of National Polytechnic School, which is a vocational training center that offers training and consulting services. It was created to impart knowledge and develop academic activities that tend to the permanent updating of knowledge of the members of the community of the Polytechnic School, of the graduates of the institution, of the public and private companies and the community in general.

The Center for Continuous Education of CEC-EPN is a successful language center. Winner of the National Prize to the quality because of the application of Malcolm Baldrige Model, the language center proves its effectiveness based on the high number of students registered every cycle, and the number of students certified with the proficiency level each year. Its mission is to provide quality service to students”(EPN, 2014). The Language center operates in three buildings: The Medios Externos (ME) in the Polytechnic Campus, Araucaria (A) building, and Ladrón de Guevara building (LG). This research is developed in ME.

### **3.3 Population and Sample**

To achieve the goal of this research this study considers the population involved, which includes the population of students, instructors, and leaders of the institution. This language center had a total population of five thousand six hundred seventy-seven students in cycle four 2019 that is the period in which the research process took place. On the other hand, the total population of instructors in the current cycle is one hundred fifty-six. In the same way as the population of students, this number has a minimum alteration each cycle. The third participant is the representative of the leaders of the institution. The director and founder of CEC-EPN is a key participant in the study.

To guarantee the credibility of the current research, the strategy set forth to be sure that the sample represents the population and with the sole intention to achieve the purpose of the

study this research used a non-probabilistic sampling. This is a “type of sample in which there is not the same possibility to be selected for all the entities of the population”(Hernández Sampieri et al., 2014, p. 390). From an average of one hundred eighty instructors and seven thousand students, this case study considered the selection of information through intentional sampling for in-depth study (Pineda et al., 1994) in which a group of knowledgeable participants including seven instructors, thirty students, and two members of general coordination were selected.

The first group of participants were part of a focus group that discussed the foundational, organization, and academic factors that make CEC a successful language center. They are seven well-experienced instructors of English characterized by a wide knowledge in the development and growth of CEC. This participant has served professionally at CEC for seventeen years. Five of these participants were part of the creation of the institution together with the main leader and founder. All the participants provided a valuable perspective about the factors that make the language program of CEC successful.

The founder and ex-director of the language center who provided rich and valuable information about the institution. He was the principal creator and for the objective of this study, he is considered the main informant, which gives the investigation a high level of credibility. The founder of the institution is a 76-year-old male who has first-hand information about the creation and development, and story CEC. Because of his intervention in the early stages of development of CEC, the information provided is valuable for the current research.

Participant students have an outside perspective about how CEC is seen from the perspective of clients. These participants are Ecuadorian students who have studied at CEC for more than six cycles, from eleven cycles. Twenty of them have reached the sufficiency or proficiency certificate. This group of students consist of Ecuadorian people from twenty to

thirty years old, eight professionals in different areas, ten EPN students, ten students from universities of Quito aside from EPN, and two students who learn English for personal purposes.

The use of this sampling group will greatly contribute to identifying the factors that influence the success of the institution. All the participants are in continuous contact with the researcher. In agreement with Hernandez (2014), researchers must establish inclusive ways to discover multiple visions about the participants and adopt more interactive and personal roles with them. For credible information, the current study applies a different tool for each one of the perspectives considered in the study.

### **3.4 Tools**

#### **3.4.1 Data collection procedures**

This section shows the tools and techniques applied in developing the current research. These tools are a focus group, a questionnaire, and an interview which are considered valuable tools and techniques to provide and support credible results to the process. These tools collect information about the perspective of instructors, students, and leaders about the current success of the Language Center of CEC-EPN. The application of the mentioned tools attempts to respond to the research question stated in the project. In order to guarantee the credibility of the results presented, the current investigation applied tools in the way that each one of them supports one of the perspectives object of study. The perspective of teachers is determined in a focus group, the students' perspective is analyzed in a questionnaire, and the leaders' perspective is studied through interviews. In addition, the role of the research is seen as a tool to collect data.

#### ***3.4.1.1 Focus group***

First of all, to respond to the first research question a focus group provided rich information. A focus group, as set by Kitzinger (1995), is a method of collecting data, a form of group interview that takes advantage of the research participants in order to generate data. The focus group integrated by teachers with extended experience working at CEC was encouraged to interact talking to one another, commenting, asking questions, sharing experiences, and opinions on factors and reasons that make CEC successful. This focus group included open guiding questions that delve into the participant's perspectives on the success of the institution. This tool was administered in the meeting room of CEC-EPN. As the first step, the members of the group were selected according to the purpose of the research and the problem stated. Then I stated ten questions focused on the goal of the research and strategic time and date were scheduled. The focus group was planned for a one-hour discussion and I chose a moderator who knows about the research process, the objectives of it, and the management and history of the institution. This process was video recorded and the questions were validated in advance.

#### ***3.4.1.2 Questionnaire***

Second, to determine the student's perspective, the study applied a questionnaire containing standardized questions, in order to collect data about specific topics with the sole objective of obtaining information about factors students identify in the success of CEC-EPN (Dörnyei et al., 2009). The participants are students in high levels at CEC. They are part of a group of students who have approved the sufficiency or proficiency in English. This tool responds to the second research question.

### ***3.4.1.3 Interview***

Finally, two open interviews applied to key informants. The first is an open interview with the ex-director and founder of the Language Center. He is considered a key informant about the story, functioning and development of the institution. The participant has been part of CEC and was the one who organized the institutions in its first steps. The second open interview with one coordinator and co-founder of the institution with extensive experience at CEC. All these participants will contribute with valuable information that states responses to the third research question.

### ***3.4.1.4 Role of the researcher***

In this case study, the researcher has the role of observer-participant, a member of the institution and with the responsibility of observing the phenomena through intense participation in the institution after an extended process of familiarization to the environment, and with a clear objective of creating new experiences that lead to change in benefit of language centers in Ecuador.

## **3.4.2 Data analysis procedures**

The current research applied a contextual analysis of the information obtained during the collection procedure. The purpose of this analysis is to explore data and state a structure of organization for the information. The information was organized into three units with the corresponding categories.

The first unit is basic foundations factors which includes information about the perspective of students, instructors, and leaders of the institution. The subtopics considered in this unit are nature, background of the institution, geographical location, purpose, mission, and facilities. The interview, focus group, and questionnaire report this type of data. Each one of these instruments shows a different perspective.

The second unit of analysis is the organizational structure of the language center. This unit analyzes information about administrative management, interaction and links, budget, constraints, opportunities, and uniqueness of the center. The tools applied shows the perspective of students, instructors and leaders of the center of languages in affiliation to the mentioned factors.

The third unit determines the perspective that the members of the institution have about the success and sustainability of CEC in terms of academic management. It considers the activities developed in the language center, the type of leadership that has lead the academic procedures, and staffing.

The data obtained in each of the tools applied lead to discovering the concepts, units, categories, and patterns present in the data as well as their links, in order to give them meaning, interpret and explain according to the problem statement. This analysis allowed to link the results with the available knowledge and generate a theory based on the data.

### **3.4.3 Strategies for validating findings**

In order to guarantee the credibility of this study, the current investigation compares the results obtained in the three tools of investigation through triangulation of information. This process provides trustworthiness and rigor to the current process. Triangulation refers to the use of various tools, and sources of data in the study of a phenomenon as Okuda Benavides & Gómez-Restrepo (2005) stated. In this process, a focus group determines the perspective of instructors, a questionnaire defines the perspective of students, and two interviews provide the perspective of the leaders of the institution. The information attained in the application of three tools that measured three different perspectives was compared, classified and organized.

All the information obtained in the current investigation will be registered in a password protected system. The information from interviews and focus groups will be recorded in audio

and video files as well as in written documents which will be scanned and saved. All this process guarantees the credibility and back up of the information.

### **3.5 Ethical Considerations**

This section includes any important ethical considerations during the development of the study. It considers the protection of anonymity and privacy of participants during the collection of data. The use of the information gathered is used only for research purposes and it is password protected. The researcher as a member of the institution has gained consistent rapport to proceed with the study. Other ethical considerations are written authorization from the director of CEC-EPN and informed consent from the participants in the research, a confidentiality letter was signed by the researcher as well as informed consent to publish the information related to CEC-EPN.

In addition, we have to consider any potential risks, the possible potential benefit for subjects, additional costs, and the confidentiality of information (Bui, 2014). In this research, there is not a potential physical risk, but the potential benefit for the institution is publicity. Regardless of costs, it is considered that there is not a necessity of extra investment. The possible risk is related to confidentiality of information but to protect the information there will an organized schedule to check documents from CEC. Moreover, all the information obtained related to interviews, focus groups and documents from CEC will be password protected.

To sum up, the present study is qualitative research that applies a case study as a research method. It applies intentional sampling from a population of students, instructors, and leaders of the institution. The tools used in this process are focus group, questionnaire, and interviews and the investigator has the role of participant observant. This investigation applies the triangulation of information to guarantee the credibility of the results without setting aside



the required ethical considerations. The following chapter presents the findings of the whole process.

## 4. Chapter IV

### Discussion of Main Findings

The purpose of this case study is to determine the factors that make the language program of CEC-EPN successful from the perspective of instructors, students, and leaders of the institution. This study aimed to answer research questions related to the foundational, organization, and academic factors that make the language program of CEC EPN successful from the perspective of instructors, students, and leaders of the institution. The present chapters inform the results of them. This chapter is composed of four sections the first presents the demographic and description of participants the next sections present the findings from the participant responses in a focus group, questionnaire, and individual interview. The descriptions are organized in the following three themes: (1) foundational factors that make the language program of CEC-EPN successful; (2) organizational factors that make the language program of CEC-EPN successful; and (3) academic factors that make the language program of CEC-EPN successful.

#### 4.1. Demographic and Description of Participants

Table 3  
*Focus group*

<b>Participants</b>	<b>Age</b>	<b>Gender</b>	<b>Years of Experience</b>	<b>Academic Category</b>
Participant 1	57	Female	18	Advanced L
Participant 2	67	Female	20	Beginner
Participant 3	55	Female	18	Basic
Participant 4	77	Male	19	Advanced
Participant 5	46	Male	15	Advanced
Participant 6	71	Female	17	Basic L.

The first group of participants were part of a focus group that discussed the foundational, organization, and academic factors that make CEC a successful language center. They are seven well-experienced instructors of English characterized by a wide knowledge in the

development and growth of CEC. The first participant is a 57 year-old, female, American-Ecuadorian teacher who teaches advanced and academic levels at CEC. She has worked at the institution for 22 years. The second participant is a 67-year-old female, Ecuadorian teacher who teaches beginner levels at CEC. She has worked in the institution for more than 20 years. The third participant is a 55-year-old female, Ecuadorian teacher who teaches beginner and basic levels at CEC. She has worked in the center for 18 years. The fourth participant is a 77 year-old male, Ecuadorian who has been part of CEC for 19 years. The fifth participant is a 46-year-old male, Nigerian who teaches advanced levels. He has worked in the institution for about 10 years. The sixth participant is a 71-year-old female who teaches basic levels at CEC. This participant has served professionally at CEC for seventeen years. Five of these participants were part of the creation of the institution together with the main leader and founder. All the participants provided a valuable perspective about the factors that make the language program of CEC successful. One participant who was initially considered to participate was eliminated given that he did not answer e-mails and did not show up at the scheduled time.

Participant students have an outside perspective about how CEC is seen from the perspective of clients. These participants are Ecuadorian students who have studied at CEC for more than six cycles, from eleven cycles. Twenty of them have reached the sufficiency or proficiency certificate. This group of students consist of are Ecuadorian people from twenty to thirty years old, eight professionals in different areas, ten EPN students, ten students from universities of Quito aside from EPN, and two students who learn English for personal purposes.

The founder and ex-director of the language center who provided valuable information about the institution. He was the principal creator and for the objective of this study he is considered the main informant, which gives the investigation a high level of credibility. The founder of the institution is a 76-year-old male who has first-hand information about the

creation and development, and story CEC. Because of his intervention in the early stages of development of CEC, the information provided is valuable for the of the current research.

## **4.2. Results**

The following sources were used to examine and answer the research questions about the factors that make the language program of CEC-EPN successful from the perspective of instructors, students and leaders of the institution: (1) Focus group. Group conversation was conducted to register the perspective of instructors about the success of CEC-EPN. It was developed in the meeting room of the language center. (2) Questionnaire. This reflects the student's perspective about what they consider important factors for the success of CEC-EPN. (3) Individual Interview. The main leader of the institution responded to open questions about foundational, organization and academic factors that make the language center of CEC-EPN successful. After analyzing the results of the dialogue among teachers, the following are the results.

### **4.2.1. Results of the focus group**

The focus group seeks the perspective that instructors have about the institution in which they perform as professionals. This section describes the foundational, organization, and academic factors that make the language program of CEC-EPN successful from the perspective of instructors. All instructors agreed that CEC is not only a job; it is considered a way of life (Instructor 1, personal communication, 2019). For CEC instructors, CEC is a home institution that has provided them the opportunity to gain experience in teaching languages as well as in cultural exchange. It is one of the most important language centers in Quito and Ecuador (Instructor 2, personal communication, 2019) . Divided into three main categories teacher participants consider foundation, organization, and academic factors very important for the

continuous advancement and success of the institution. However, they consider the academic factor the most important of the three.

#### ***4.2.1.1. Foundation factors***

CEC is a university-based language institute. The majority of instructor participants agree that factors related to the foundation of CEC are decisive in its success. They believe that being university-based is the most important factor. CEC administers courses to polytechnic students, which contributes to maintaining a base number of students. In addition, the number of particular students increases in every cycle. Instructor participants argue that the center needs to cover language demand in all Ecuadorian territory elicited CEC creation. According to instructor participants, its main leader forged a well-ordered administrative and academic system. The creation of the center as part of the National Polytechnic School has its story.

According to all participants, in 1989, the National Polytechnic School started training secondary teachers. Between 1991 and 1995 the center provided training and updating services to different institutions. In May 1995, the Center for Continuing Education was established through regulations of the National Polytechnic School, to impart knowledge and developing academic activities for continuous updating of knowledge of the members of the community of the Polytechnic School. In August 2000, the Polytechnic Council created the CEC-EPN with economic, administrative and financial autonomy (EPN, 2014).

The second factor instructor participants consider important inside CEC's foundations is the purpose, mission, and vision that this institution has stated. This is a point of attraction for students, given the high demand for language learning worldwide. CEC-EPN is the national referent in continuous education, with certified quality (CEC-EPN, 2015). The language school of CEC-EPN has the mission to power the knowledge of the productive sector of Ecuador. The quality policy attempts to provide, in the field of Continuing Education, a quality service to

interested parties, understanding their requirements, achieving their satisfaction with opportunity, continuous improvement and creativity; contributing to the development of the country and complying with the relevant legislation” (EPN, 2019).

Geographical location is not a determinant factor in the language center’s success. Instructor participants do not consider geographical location as an important factor. According to their opinion, it is not decisive in the future success of the institution given that good language centers attract clients by their prestige among people. Most participants agree on the fact that CEC attracts people from all over Ecuador. The prestige it has gained among people makes the number of English classes at CEC to increase every next cycle regardless of the geographical factor. Only one instructor participant disagrees with this matter. Participant 4 states that the location of CEC in the capital of Ecuador is essential because it compiles the population of all the country.

#### ***4.2.1.2. Organization factors***

On the other hand, teacher participants consider organization factors as very important. CEC organization started as the idea came up for the founder of the language center. According to the instructor participant’s perspective, the organization of CEC is of upper more importance. This organized framework has led to a complete system that evaluates the initial abilities of students through a placement exam, continues language instruction along the different stages of language learning, and accesses students’ progress in four exams strategically administered and graded to determine the degree of improvement in each level. The process finishes with a final oral exam that proves the oral skills of students. Administrative processes strategically support this process; this guarantees the execution of the due process and the regulations of DLIC.

This organization structure considers that The Center for Continuing Education of the National Polytechnic School CEC-EPN works as an executing unit since March 2010. This allows a decentralized administrative and financial management. Each year it prepares its own strategic plan, which is integrated into the institutional planning. The Polytechnic Council evaluates and approves before sending the plan to the Ministry of Finance for final approval. Administrative people and secretaries who support the academic processes form the administrative board of CEC-EPN. The subcategories in the organization structure are budget and links.

The budget is one of the factors considered of importance in the success of the language center. Since CEC is a self-management unit, it must generate revenue for its services. This provides self-support in its different investment and development projects. Sustainability is also based on having highly trained personnel for jobs, which, in addition, has been provided with job stability. CEC, through its productive units, develops its training programs in the technical-administrative and language areas. The institution works to comply with the Organic Law of Higher Education Organic Law of Public Service LOES, LOSEP, the Labor Code, Institutional Statute and Internal Regulations of the EPN. Apart from that, CEC has its own normative and instructive, internal policies for the use of goods, internet, laboratories, post office, backups, etc. which allows people to develop your activities with normality and agility (CEC-EPN, 2015).

Instructor participants consider the link with World Teach a very important factor in the success of the institution. The interaction and link with this international institution is part of the administrative actions taken to improve the level of acceptance among the community. It is also related to the academic management. This link allows CEC to count on the experience of native English speakers. All participants believe that this link gives an international image,

which is considered an important factor to attract clients around Ecuador. It also gives a solid basis in the teaching of language.

#### ***4.2.1.3. Academic factors***

According to instructor participants the academic management at CEC is exceptional it is a combination of leadership and professionalism that includes interactive lessons and adequate methodology. The concept that the staff has about education makes it successful. For participant 1, teaching at CEC let her the opportunity to make a difference in people's lives, which is something good for society. She has the teaching philosophy that making a change in someone's life teachers are giving and in exchange, they receive much more. Participant 4 added that the methodology CEC instructors apply is focused in society, obeying to the proposal of the executive director. This proposal was that all polytechnic students should learn a language before they get frustrated in the diverse universities abroad. The ideal was that they should learn instead of going to the states and spend money on courses in order to be prepared for the university. All participants agree that the activities developed at CEC in compliance with the instructor's methodology make the institution successful.

Regarding leadership, all instructor participants have the unanimous view that leadership is a major part of the success of the institution. The type of leadership applied at the language school of CEC is democratic and participatory. This type of leadership is applied, and is part of the idea that success is only possible with teamwork, beyond the position or function that each person has within the organization. The founder of the institution has worked in the institution with the objective to satisfy the language necessities of the polytechnic and particular students without neglecting the ones of instructors. According to instructor participants the academic management developed at CEC is the result of a complete and well-organized system that DLIC has applied for years. All participants agree that from the three



categories stated for this study, academic management is the most remarkable. Within this category leadership and staffing state the base of a successful institution, and it is the main attractor of clients.

#### **4.2.2. Results from the questionnaire**

After analyzing the answers of 30 students, three themes arose: (1) foundation factors, (2) organization factors, and (3) Academic factors. Student-participants considered all factors important for the successful development of CEC. This section describes the perspective of students about foundational, organization, and academic factors that make the language program of CEC-EPN successful.

##### **4.2.2.1. *Foundation factors***

According to this group of participants, the most essential foundational factor is the fact that CEC-EPN is part of the National Polytechnic School. Twenty-one out of thirty students consider this factor as the most important. CEC-EPN is university-based; it is an operative unit of EPN that is a nationally renowned institution and has been designated as one of the four best universities in Ecuador. The second most essential factor is facilities; CEC-EPN functions in three buildings. ME, in the polytechnic campus, Araucaria to the north-center of Quito and LG not far from the university campus. All of these buildings hold a strategic position in the city and they have innovative technology. Ten participants out of thirty considered these factors as the second most important of the foundation factors. According to this group of participants, the least important factor is the geographical location; the language center is strategically located in the center of the capital city in Ecuador, however. Three participants considered this an important factor.

#### **4.2.2.2. Organization factors**

Regarding organizational factors that elicit the language program's success, student participants considered that the strategic link with World Teach is the most important factor; World Teach is a non-governmental organization that provides portent for people to make a significant contribution to international education. It has allowed CEC to count on native speakers to teach different languages. Thirteen out of thirty students determined this as the main organizational factor. The second most important is the administrative organization. The system that CEC follows is a well-organized plan that goes from the student board to every instructor in the center. All administrative processes are carefully outlined and they run according to stated regulations. From thirty, ten students said this factor is important. The least important factor is the price of the courses. The fees established for language courses are the lowest compared to other language courses; student participants do not consider this factor as important if they get good instruction, however. Only seven students marked this as important. All participants also agree on the necessity to implant a program to save paper in the methodological process.

#### **4.2.2.3. Academic factors**

Considering academic factors, students defined that this is the most important of the three categories. The aspects students were asked about were instructors methodology, interactive lessons, academic system. From these three sub aspects, fourteen out of thirty students considered the methodology that instructors apply as the foreground. Eleven students considered that interactive lessons bring about success in CEC's development. According to document review, students evaluate teacher's performance by the end of every academic cycle; the average score for teachers in the last five years is ninety-five point sixty-one percent. The least important factor of the three stated for this subcategory is the academic system; CLIC coordination carries out a well-organized system to develop language courses and to assess a

student's performance. Although this aspect was defined last, student participants consider it important. CEC develops a complete system that includes the instructor's methodology, interactive lessons, and academic system.

The methodology applied by teachers includes total immersion in English starting from beginner to academic levels. This methodology includes lesson planning which includes aims, timetable, anticipated problems, interaction patterns, aids and timing with a high percentage of effectiveness, good rapport and classroom management, effective classroom arrangement. The use of English for instructions and explanations is clear, teachers use TICS and manual visuals. They apply interactive presentation of the target language making lessons attractive and focused on the objectives stated for each level. The program applied in the language learning process combines effective timing planning, trendy topics, grammar structures, and vocabulary logs. Teachers organize lessons in different stages in accordance with the book used and the methodology applied at CEC. They consist of the warmer stage, pre-task stage, and main task stage, wrap up stage, and flexi stage. All those contribute to the achievement of the stated goals.

The academic system applied at CEC starts with a placement exam that ranks students in the corresponding stage; beginner, basic, intermediate, advanced, or academic level. Every new particular student or a polytechnic student that enters CEC for the first time or those who have been CEC students, withdraw for more than two cycles must take the placement exam (EPN CLIC, 2011). Each level is eighty hours that develops grammar, vocabulary, listening, reading and writing skills. To approve each level, students must pass four exams exam one ten percent, exam two fifteen percent, exam three twenty-five percent, and exam four thirty percent plus a final oral exam and teacher's evaluation. In addition, they must have a minimum of eighty percent attendance. During cycles, students can change schedules or combine two classes if they present prove of difficulties with schedules due to job or university

responsibilities. Regarding the system, one important comment to take into account is the necessity to establish an additional level that considers pre beginner or real beginners.

#### **4.2.3. Results of the interview**

The interview shows the perspective of the main leader and founder of the language center of CEC-EPN. For this key participant, a clear indicator of success is the fact that in 1992, CEC started with 82 students, and 3 teachers. This produced an income of less than three thousand dollars. Currently the area of linguistics has an average of seven thousand students, two hundred teachers; it generated an income of more than five million five hundred thousand dollars in 2018. For the main leader who has ruled the language school for twenty-two years the success of CEC is a combination of several factors that contribute to the strength and sustainability of the institution.

##### **4.2.3.1. *Foundation factors***

The nature of the language center obeyed a need for improving the level of English in the Ecuadorian community. The leader and founder of the institution argues that CEC was created with the idea of marketing because of his experience and investigation in the field of languages. He states that there were many people trying to create a center like CEC. However, they were not successful; those centers were not sustainable in time and disappeared. He looked for academic courses to supply the high demand for learning a language at the best possible affordable price where the general population could study. In this sense, he proposed, planned, and promoted the area of linguistics and cultural exchanges, which has proved its effectiveness with an increasing number of students, courses, and instructors along the time.

Being a university-based language center is a factor of success. For this participant, during the early stages, being part of EPN was not a significant factor because EPN did not have much recognition as a public institution at that time. Nowadays, its annexation to EPN is

definitely an important aspect. University education has significantly advanced thanks to the structural changes implemented by the Government; CEC contributes to this process of change and EPN provides its prestige to the language center. This is transcendental, to the extent that it boosts the development process both for CEC and for the EPN. In short, both institutions support each other.

Geographical location is a supportive factor. For the leader participant, the location of CEC inside the EPN campus facilitates the location of the center; it guides people to spot the language school. CEC's location in Quito, the capital of Ecuador is an important factor that allows the institution to capture a greater number of students. However, CEC prestige is well known around the country so it gets to the point that the only reference of a former student takes people to look for the place where it is. CEC instructs to people all over the North and Center of Ecuador. In consequence, geographical location together with the prestige CEC has achieved make a strong success factor.

The purpose mission and facilities of CEC support its essence. According to the perspective of the creator and director of the language center of CEC, the character of CEC goes further than teaching languages; the mission is a base aspect that brings about success, the concept of boosting the productive sector gains importance if we consider learning languages as part of global development. The vision of the center is to become a referent in continuous education; it has been prompt to achieve its objective. This participate considers the facilities as a success trigger; the technology used in three buildings attracts clients and make the learning process possible. Medios Externos in the polytechnic campus, Araucaria in the same area, and Ladrón de Guevara offer students the possibility to choose the zone that best fits their logistic needs.

#### **4.2.3.2. Organization factors**

The second consideration for the leader participant is the organization factor. For the leader of the language center, CEC has a hierarchical structure that starts with the polytechnic board, which attends the necessities of students. The responsibility of each one of the three areas transmits those necessities to the corresponding area of CEC virtual, presently, and linguistics. In the area of linguistics, there is a complete team of people in charge of the administration of language courses. This a well-organized process that obey to the mission, vision, and objectives of CEC's student's language necessities.

Regarding the concept of being a national referent the leader of the institution thinks that one important aspect of CEC success is the interaction with foreign institutions. The most important link that has posted CEC as a referent is the agreement with World Teach. An international program that offers the opportunity to teach languages around the world. This link has allowed counting on native speakers of the language to teach at CEC. This factor has been a determinant in the success of CEC given that people feel attracted by the idea of having native speakers as instructors.

CEC is self-supported and generates its own revenues for services. The budget managed at CEC does not influence its success. The leader participant considers that CEC is a good source of income for EPN. This institution is university-based, but does not receive funds from the university; on the other hand, the high number of fees student pay to CEC grants the increase of the general budget of the university. This allows CEC's self-support the different investment and development projects.

#### **4.2.3.3. Academic management**

The academic organization of CEC is the main stay in CEC success. As reported by The main leader of the institution, the most important factor of the three categories is the form

the language school is managed in academic terms. For the main leader of CEC, the academic structure of CEC starts with the responsible of linguistics, two academic coordinators who are in charge of controlling the academic process and various sub coordinators who give support to instructors and students.

Part of the academic factors is the activities developed at CEC. The creator of CEC believes that the process managed at CEC includes a variety of activities as example, placement exams; to locate students in the correct level from beginner to academic, combination of schedules; to allow students to continue with their regular activities; change of schedules, superior levels, and TOEFL preparation. In addition, until the cycle of the research there was TEFL preparation with the objective of preparing instructors for their teaching experience and according to CEC's policies.

In agreement with this participant's opinion. The strongest factor for the success of CEC is the human resource. Instructors are the pillar of the academic process. Guided by good coordination, all instructors at CEC perform an organized and interactive process that make lessons attractive, interesting, and motivating for students. A satisfaction survey determines this indicator at the end of each cycle. During the last year, the percentage of satisfaction among students was 94%. All personal at CEC is highly qualified in the knowledge of languages; English, French, Mandarin, and Russian. They have extended knowledge in classroom management and lesson planning.

In summary, for this participant, the principal factors that make CEC successful are instructors and organization of the academic system itself. For him organization means functioning as a team. It is working in a responsible, organized and honest form with the ideal to achieve the stated objectives of the institution and for the wellbeing of students.

Comparing the results of the three instruments, most responses have similar patterns. As reported by three research tools, all factors fall on the current success of CEC. For the three types of participants, they are important, but participants consider the academic factor the most relevant of the three categories. The type of instruction students has at CEC; interactive, organized and well-planned courses may CEC attract a high number of students every next cycle. The three sub categories stated include activities, staffing, and leadership which together work for the continuous advancement of the institution.



## **5. CHAPTER V**

### **Conclusions and Recommendations**

The factors that make the language center of CEC successful are a combination of foundation, organization and academic aspects. The center counts with similar parameters of those of international language centers. Regarding foundation factors, the biggest match is in nature, purpose and mission, and facilities. With respect to organizational factors, the greatest similarity is the interaction and links with other institutions, and administrative management. With regard to academic management, CEC evidences affinity in factors related to activities, staffing, and leadership and management. All participants agree that the success of CEC relies on the connection and interrelation of the three categories of factors stated in the study; however, they considered academic management the factor of major concern.

#### **5.1. Conclusion Focus Group**

The general perspective that instructors have about the institution in which they perform as professionals that CEC is a renowned Ecuadorian institution. Given that it provides instructors the opportunity to gain experience in teaching languages as well as in cultural exchange and students the possibility to get success, instructors consider CEC a way of life. Teacher participants consider foundation, organization and academic factors very important for the continuous advancement and success of the institution.

##### **5.1.1. Foundation factors**

The majority of instructor participants agree that factors related to the foundation of CEC are decisive in its success. They believe that being university-based is the most important of the foundational factors. CEC administers courses to polytechnic students, which contributes to maintaining a base number of students. The second factor instructor participants consider important inside CEC's foundations are the purpose, mission, and vision that this institution

has stated. This is a point of attraction for students, given the high demand for language learning worldwide. Geographical location is not a determinant factor in language center's success. According to their opinion, it is not decisive in the future success of the institution given that a good language center attracts clients by their prestige among people.

### **5.1.2. Organization factors**

Regarding organizational factors, teacher participants consider that the organized framework of CEC has led to its success. Within this aspect, it is determinant to consider budget and links. CEC is a self-management unit; it must generate revenue for its services. This provides self-support in its different investment and development projects. This link allows CEC to count on the experience of native English speakers, given that the World Teach Program elicits teachers from around the world to come and be part of CEC.

### **5.1.3. Academic management**

According to instructor participants the academic management at CEC is exceptional it is a combination of leadership and professionalism that includes interactive lessons and adequate methodology. Regarding leadership, all instructor participants have the unanimous view that leadership is a major part of the success of the institution. The type of leadership applied at the language center is part of the idea that success is only possible with teamwork, beyond the position or function that each person has within the organization.

## **5.2. Conclusion Questionnaire**

Student participants show a clear perception of success. This success is mainly proved by the high number of students registered for each cycle. The perception students have is related to CEC being part of EPN, the way it is organized, and its academic organization.

### **5.2.1. Foundation factors**

The study concludes that the most essential foundational factor is the fact that CEC-EPN is part of the National Polytechnic School. The second most essential factor is facilities; CEC-EPN functions in three buildings. ME, in the polytechnic campus, Araucaria to the north-center of Quito and LG in a strategic area of the capital.

### **5.2.2. Organization factors**

Organization factors are a key aspect of CEC's successful development. Student participants considered that the strategic link with World Teach is the most important factor. The second most important is the administrative organization. The system that CEC follows is a well-organized plan that goes from the student board to every instructor in the center. Good language instruction is for student participants more important than the price of the courses.

### **5.2.3. Academic management**

For student participants, the academic factor is of great influence on the success and sustainability of language centers. Students agree that the methodology instructors apply is the basis. CEC develops a complete system that includes the instructor's methodology, interactive lessons, and academic system. The interactive presentation of the target language makes lessons attractive and centered on the objectives of CEC.

## **5.3. Conclusions of the Interview**

The mentor of CEC together with authorities created the language center of CEC due to the need for improving the level of English in Ecuador. Although all factors play an important role in the prosperous development of CEC, the factor of major influence in the institution is the academic organization. Being a university-based language center is a factor of success while

geographical location is a supportive factor of the prestige of CEC. The purpose mission and facilities of CEC support its fortunate existence.

### **5.3.1. Foundation factors**

The nature of the language center did not play a role in the success of the institute at the beginning of its activities; nevertheless, it is important to mention that its adherence to the university is providing the institution with good prestige nowadays. On the other hand, the institute provides increasing incomes to the university.

### **5.3.2. Organization factors**

Organization at CEC has an organized scheme that obeys the mission, vision, objectives. The most important link that has posted CEC as a referent is the agreement with World Teach. Another important factor is that CEC is self-supported and gets its own revenues while The academic organization of CEC is the main stay in CEC's success. Part of the academic factors is the activities developed at CEC. The strongest factor for the success of CEC is the human resource. Instructors are the pillar of the academic process. Coordinators and academic leaders guide them.

### **5.3.3. Academic management**

According to the main leader and founder of the institution, the language center of CEC-EPN encompass a well-organized system and an excellent work team. The academic factor is the main point of success especially the part given by instructors. CEC is formed by an excellent team of instructors whose methodology attracts hundreds of students each cycle. All the academic process developed at CEC

#### **5.4. Limitations**

The lack of studies about language centers in Ecuador reverses the possibility of generalizing certain factors that cause a deficiency of prosperity and stability of language institutions in Ecuador. As there is not a detailed analysis of how the majority of Ecuadorian institutions work or the organization and academic plan they follow, some research from the marketing department of CEC- EPN was used to lead this study. Also, the detailed study about international language centers and their factors of success was fundamental in the development of the current research. This in no way constitutes a factor that reduces the level of credibility of the current study.

Another controversy in the advancement of the present study was the difficulty of contacting several students of different levels and who study at different times during the day and for limited periods of time. This created the need to choose new participants that meet the same characteristics; however, this was not a factor that altered the results of the investigation.

One of the participants that was originally considered to participate in this study in the focus group decided not to cooperate in the last minute. This meant a reduction in the number of participants in the study; however, the plan designed for the development of this tool considered two more possible participants who were contacted and the absent participant was substituted for one of them. This means that this limitation did not influenced in the final results of the study.

#### **5.5. Recommendations for further research**

The language center of CEC-EPN performs an organization, and an academic system that works for the success of the institution; however, some suggestions emerged from this research process. These recommendations encompass two of the three categories

organizational structure, and academic management. Future research on how the following aspects can affect the success and sustainability of a language center is suggested.

The methodological system is successful, but needs to be improved. The language Center should consider a pre-beginner level to cover all student's needs. A group of learners has never been in contact with the target language and need to start from zero knowledge. They are real beginners. Although it is in a low percentage, CEC does not consider this level and puts together real with false beginners which promotes student's failure. How can the implementation of a very early stage of language learning including phonetics affect the success of the methodological area in a language center?

Regarding the organization factors, CEC should establish a process that allows students to accomplish their registration process in less time than it takes now. In addition, it is necessary to resume agreements with international organizations like World Teach that allows CEC to keep the same margin of native teachers and its annual income. How the teaching of languages by native speakers might increase the language level in language learners?

The current study has some pedagogical implications. This case study provides a model for Ecuadorian institutions to follow. It is socially and theoretically significant because it informs other English language institutions about the aspects that contribute to the success of language centers. This study contributes to the improvement of the general language proficiency of Ecuadorian students and the consequent placement of Ecuador in the international context. The study promotes satisfied students with a better level of competence in English. Teachers are aware of the methodological aspects that make a language center successful. Leaders are attentive to the aspects that outline a fruitful language school and consequently, the establishment of more centers that cover the language necessities of Ecuadorian students.

## 5.6. Conclusions

The following are the general conclusions after triangulating the information. Teacher participants consider organization factors as very important. According to the instructor participant's perspective, the organization of CEC is of upper more importance. This organized framework has led to a complete system that evaluates the initial abilities of students. The budget is one of the factors considered of importance in the success of the language center. Since CEC is a self-management unit, it must generate revenue for its services. Finally, the link with World Teach is a very important factor in the success of the institution. The interaction and link with this international institution is part of the administrative actions taken to improve the level of acceptance among the community.

According to instructor participants the academic management at CEC is exceptional it is a combination of leadership and professionalism that includes interactive lessons and adequate methodology. Regarding leadership, all instructor participants have the unanimous view that leadership is a major part of the success of the institution. The type of leadership applied at the language school of CEC is democratic and participatory. All participants agree that from the three categories stated for this study, academic management is the most remarkable. Within this category leadership and staffing state the base of a successful institution, and it is the main attractor of clients.

Academic management is the mainstay of the language center of CEC-EPN. Within this category, participants considered activities, instructors and academic leadership as decisive aspects. First, the type of instructors and lesson process play a conclusive role; an interactive and participative lesson encourages the development of all language skills, which students look for in a language course. The academic aspect attracts a higher number of students at the time that generates a higher level of satisfaction among clients and nevertheless better results.

CEC powers the four skills of language with an emphasis in oral production. The methodological system applied by instructors at CEC plays a crucial role in the success of the institution. This well-organized system contemplates the majority of educative situations a learner of languages might have from beginner to academic levels. However, according to instructor and teacher participants, the first level does not consider real beginners of the language. Real beginners are people who have never had contact with the target language at the school level, which a system failure is given that real beginners struggle a lot during this level and sometimes they do not reach the desired goals.

The type of leadership has a decisive role in the success of CEC. For more than twenty years, a leader who has carried out a democratic-participative type of leadership has ruled CEC. According to the majority of participants working as a team is the linchpin of the process, which supports and leads the academic process. All members of the institution work firmly convinced that the goal they are working for is the academic success of students.

Organizational factors contribute to a large degree in the success of the institution. This study concludes that from the aspects considered in this category, the most relevant are the interactions and links with other institutions. CEC has agreements with different organizations in the country. The most important link is the one with World Teach; the agreement with this entity has been a fundamental factor that brings about success for the institution. Nonetheless, during the development of this study the agreement ended because World Teach interrupted its activities.

Although one of the goals of CEC is the wellness of students, CEC carries out administrative processes that sometimes take too much time for students to develop. Some processes such as a change in schedules and class combinations require spending a lot of time



waiting in lines. The same occurs within a person's registration process, which has hundreds of students executing the same actions at the same time.

## 6. CHAPTER VI

### Practical proposal design

#### 6.1. Title

Creation of a pre-beginner level in the language program of CEC-EPN

#### 6.2. Rationale:

The investigation report about factors that make the language program of CEC-EPN successful from the perspective of instructors, students, and leaders of the institution concludes that although, it is a recognized language center and that it manages a coherent and well-organized system some points need to be considered. Within the academic factors CEC considers various levels of academic progress. It starts with beginner until superior writing and speaking. Nevertheless, there is a gap before the beginner level. The point is that beginner level admits false beginners; it is to enter this level student have to have a minimum knowledge of grammar and vocabulary. This level does not consider real beginners which is a group of students who have never had any contact with the target language. For this reason, it is important to propose a pre-beginner level. This level will include basic aspects of the target language such as basic vocabulary, phonology, and SVO structures

#### 6.3. Theoretical framework

The factors that make the language center of CEC successful are a combination of foundation, organization, and academic aspects. The center counts with similar parameters of those of international language centers. For foundation factors, the biggest match is in nature, purpose and mission, and facilities. With respect to organizational factors, the greatest similarity is the interaction and links with other institutions and administrative management. Concerning academic management, CEC evidences affinity in factors related to activities, staffing, and leadership and management. All participants agree that the success of CEC relies

on the connection and interrelation of the three categories of factors stated in the study; however, they considered academic management the factor of major concern. Studies about language centers state that one of the factors that make these centers successful is the academic factor.

One of the factors considered within the academic factor is academic management. Academic management is the mainstay of the language center of CEC-EPN. Within this category, participants considered activities, instructors, and academic leadership as decisive aspects. First, the type of instructors and lesson process play a conclusive role; an interactive and participative lesson encourages the development of all language skills, which students look for in a language course. The academic aspect attracts a higher number of students at the time that generates a higher level of satisfaction among clients and nevertheless better results.

The methodological system is successful but needs to be improved. The language Center should consider a pre- beginner level to cover all student's needs. A group of learners has never been in contact with the target language and need to start from zero. They are real beginners. CEC does not consider this level and puts together real with false beginners which promote student failure. To determine how the new level should be managed, it is important to determine the stages of language learning which support the current proposal.

Learning a new language is a process described in different stages by some authors. According to Crashen (2010), learning languages is a process of personal, internal, and mental evolution. Cognitive psychology, describes human brain as an information processor while McLaughlin (1987, 1990) in his restoration theory states that in language learners the incorporation of a new rule by the apprentice can cause restructuring of the entire learning system. Based on these theories and the information obtained from the analysis of international

language centers, it is determined that the success of these centers is given in part for its academic organization, it is important to consider all the stages in language learning.

The stages in language learning are pre-production, early production, speaking emergency, intermediate fluency, and advanced fluency (Total, E, 2010). The first stage involves pre-production and language emergency. Pre-production is a silent stage about communication. It lasts from zero to six months. It is a silent stage in relation to communication. Students manage to understand approximately 500 basic words though receptively and still do not speak. However, they repeat a lot and form very basic phrases. At early production, students speak many sentences with few words. Students answer yes or no questions, become familiar with common phrases and begin to see language patterns. It is a stage where they form the basis of the structures and learn to understand simple readings.

Language emergency is a stage in which the student understands much better and develops an active vocabulary. They begin to communicate with phrases although with grammatical errors. Here the conversations with the other students begin. Intermediate fluency lasts for one to two years. Students develop an active vocabulary of 6000 words. Students begin to form complex sentences when they speak and write. They are willing to express opinions and share their thoughts and emotions. They ask to clarify doubts and include more context readings.

In advanced fluency students can tell stories without neglecting the details, asking diverse and complex questions always taking into account the context. They can understand all kinds of reading since they have the ability to deduce the meaning of new words through context. They understand complex conversations and can develop with more confidence. According to Terrel and Krashens (2010), the process to manage a language might last for 5 to 7 years. It is a complex process that goes from very beginners to advanced speakers.

## **6.4. Objectives**

### **6.4.1. General**

To determine a course plan that covers basic linguistic needs of pre-beginner students.

### **6.4.2. Specific**

To develop a suitable syllabus for pre-beginner level at the language center of CEC-EPN.

## **6.5. Beneficiaries**

The main beneficiaries of this proposal are the community of students in general who look for learning English since the very beginning and those who have never had any contact with the language.

The language center of CEC-EPN will wider its field of teaching to cover the basic linguistic necessities of pre-beginner students. A group of students who have never had any contact with the target language.

## **6.6. Impacts**

The current proposal will impact positively in the development of the language program of CEC-EPN. Its application will allow students without any previous contact with English to have access to the courses of the institution in better conditions. At the same time, the application of the current proposal will upraise the general level of English imparted at the institution under study. The development of a new level will attract more students, in consequence, a major level of incomes for CEC-EPN.

## **6.7. Development**

### **Level Information**

**Total hours per cycle:** 80

<b>Students at this level:</b>	Maximum 20 per class
<b>Building:</b>	Medios externos, Araucaria, LG, HG
<b>Available Schedule:</b>	All schedules from 7:00 a.m. to 18:00 p.m.

### 6.7.1. Level A0 description

Students at this level are expected to have almost no knowledge of the language. They have not had any contact with English. They are not able to recognize any basic vocabulary words related to common topics or everyday life. This course intends to provide them with the basis for the formal study of the language. In this level, learners will be exposed to topic related sets of vocabulary words that will be taught through the integration of the four strands of language. Sound pronunciation, basic words pronunciation, and spelling are the target determined for this level.

This course is designed for A0 EFL learners. From 15 and up. This activity can be used in a true beginner listening and speaking course.

### 6.7.2. Expected learning outcomes

Students who complete Level A0 successfully will be able to

#### **Listening**

- ✓ Can recognize and understand concrete information (e.g. food, houses, etc.) on basic topics from everyday life expressed in slow and clear speech.
- ✓ Can recognize and understand everyday words, expressed in a clear, delineated, everyday background.
- ✓ Can recognize basic vocabulary related to food, house, numbers, dates, and days of the week, expressed slowly and clearly in a delineated, familiar, everyday background.

### **Speaking**

- ✓ Can pronounce everyday vocabulary, short phrases, and basic personal information correctly in a regular rhythm.
- ✓ Can pronounce simple words and short phrases related to feelings, accompanied by body language.

### **Reading**

- ✓ Can read and understand familiar words guided by pictures, such as food, house, clothes, dates, school, personal information, and vacation.
- ✓ Can recognize times and places in very simple notes and text messages from friends.
- ✓ Can understand very simple communicative material that includes familiar words and pictures, such as food restaurant menu exemplified with photos or an illustrated story written with very simple, everyday words.

### **Writing**

- ✓ Can write familiar words, short phrases, and simple sentences about food, house, clothes, dates, school, personal information, and vacation.

### **Pronunciation**

- ✓ Can pronounce basic consonant and vowel sounds

### **Spelling**

- ✓ Can spell words about food, house, clothes, dates, school, personal information, and vacation.

### **Fluency**

- ✓ Can express familiar words and simple sentences easily and spontaneously

The descriptors in this section comply and/or are based upon the CEFR framework (Council of Europe, 2018). For a more detailed description of the expected learning outcomes, knowledge, and skills in this level, see the scope and sequence in the appendices section at the end of this syllabus.

### **6.7.3. Teaching Methodology**

For the effects of this program, A0 level of proficiency students is those students who cannot string a single sentence together, identify, or pronounce a single word. This course aims to get learners ready for the Pre-A1 level of proficiency, as described in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment; Companion Volume with New Descriptors. The aims of an apprentice's course in listening and speaking are 1) to assist students with being ready to adapt to significant centered info and importance centered yield 2) to inspire them in their language concentrate by getting them to participate in effective tuning in and talking and 3) to make the early learning as applicable as conceivable to their language use needs. (Nation and Newton, 2009), and to seek after the five standards referenced by them in ESL-EFL Listening and talking.

For this course, the use of different techniques or methods is applied. One important mechanism involved in this course is the phonological loop. Students will be encouraged to listen to the pronunciation of sounds and repeat them over and over to keep it in working memory. This course applies a combination of methods trying to extract the best of each one. **Direct Method** and **Audio Lingual Method** since it is mainly focused on oral skills, part of it is taught via repetitive drilling and the target language is used all of the time. The teacher will help students to infer meanings by using word cards, pictures, images, and real materials when possible. **Total physical response** TPR according to



(Intesol, 2018) is an approach that follows the idea of ‘learning by doing’. Beginners will learn English through a series of repetitive actions such as “wash apples”, “cut the pear”, “stand up”, and “Walk to the window” and “open it.” TPR, emphasizes aural comprehension as the first step, the other skills will come naturally afterward. There’s a big emphasis on pronunciation and a large chunk of the lesson focuses on it. It has a well-organized syllabus. Vocabulary and pronunciation are continually bored and reused for fortification. The educator assesses their learners through cautious perception, students are urged to address their language blunders.

Although teaching to true beginners can be hard and challenging, at the same time it can be very rewarding. With a well-balanced program like this, it offers learners the opportunity to develop a language acquisition process and be ready for any further traditional language learning, under the established strategies and precepts of any English program, which is one of the goals of this syllabus.

#### 6.7.4. Expected learning outcomes

Percentage	Outcomes
100%-90%	<b>Excellent</b> Can recognize, read, write, pronounce and understand concrete information (e.g. food, houses, etc.) on basic topics from everyday life expressed in slow and clear speech
89%-80%	<b>Very good</b> Most of the time, students can recognize, read, write, pronounce, and understand concrete information (e.g. food, houses, etc.) on basic topics from everyday life expressed in slow and clear speech.
79%-60%	<b>Good</b>

	Sometimes, students can recognize, read, write, pronounce, and understand concrete information (e.g. food, houses, etc.) on basic topics from everyday life expressed in slow and clear speech.
--	---

### 6.7.5. Students' responsibilities

The learner has to play an active role in the learning process; the role of a learner, team member, and collaborator in the process.

### 6.7.6. Grading assessment

The student evaluation is a continuous process of observation, evaluation, and registration of information that demonstrates the achievement of student learning objectives and that includes feedback systems, aimed at improving the teaching methodology and the results of learning.

Assessment	Assignments	Targeted Skills	# Assignments	Weight
		Listening reading writing speaking pronunciation		100%
<b>Diagnostic</b> Multiple choice	Sound identification	Can recognize basic words (e.g. places and times) on basic topics from everyday life, expressed in slow and clear speech.	1	0%

<p><b>Formative</b></p> <p>Match pictures and words.</p> <p>Multiple choice quiz.</p> <p>Sentence completion</p> <p>Unscramble simple sentences</p> <p>Read words containing different sounds</p>	<p>Word repetition</p> <p>Identifying pictures</p> <p>Pictograms practice</p> <p>Shadowing technique (words)</p>	<p>Can describe everyday topics and words, using simple words, short phrases, and simple sentences about everyday situations.</p>	<p>3 each unit</p>	<p>60%</p>
<p><b>Summative</b></p> <p>Different types of questions in the exam.</p>	<p>Multiple choice short exercises.</p> <p>Sound discrimination.</p> <p>Spelling exercises</p>	<p>Can recognize write, read, listen, speak using familiar words guided by pictures, such as food, house, clothes, dates, school, personal information, vacation, and other everyday topics.</p>	<p>4 per course</p>	<p>40%</p>

### 6.7.7. Explanation of assignments and exams

Assessment is the view as a systematic process that considers the principles of assessment set by (Nation & Newton, 2009). Validity: since there is a matching between content and assessment. Reliability: because it is consistently prepared to get exact values when grading, Authenticity: in terms that assessment is prepared based on topics they have learned which are real.

Every assessment tool is prepared according to what students learned and based on the types of activities they practiced in the classroom. One assessment tool is administered per lesson and according to difficulties detected the teacher will present a recuperation plan for the whole class or for a specific student. After the recuperation plan is applied teachers must be sure the language problem is solved through a short new assessment activity.

### 6.7.8. Teaching and learning materials

- **For Teachers:** Word cards, flashcards, lesson guides, real objects (as much as possible) vocabulary guide, sound program (IPA, Cambridge dictionary)
- **For Students**

Word cards prepared by themselves during lessons, notebook, real objects  
(when possible for them)

- **Online Resources**

**Cambridge dictionary** <https://dictionary.cambridge.org/es/>

**International Phonetic alphabet** <http://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/>

### 6.7.9. Learning Management System

**Moodle:** It is a learning stage intended to give instructors, managers, and understudies with a special, powerful and secure coordinated framework to make customized learning conditions (Moodle, 2018). Every piece of information, as well as digital teaching materials, will be available in Moodle. It is considered an important tool for teachers and students in order to keep track of student's progress. In addition, The LMS Cambridge will support the learning process through an interactive platform.

The Language Center counts with the support of the virtual department. All material designed for the teaching of this level will be charged in the virtual platform so all students can have a support in their learning process. The design of specific session is another project to develop. It has to be organized according to the requirements of the present proposal and will work only as support because this project is mainly interpersonal.

### 6.7.10. Class Calendar

The following is an example of week 1. This will vary according to the ongoing cycle, dates, and upper necessities of students. For a complete illustration of contents and sound target see appendix 9 to 16.

	Date	Expected Learning Outcomes/Content	Graded Assignments and Deadlines
Week 1		<b>VEGETABLES (120 min)</b> <ul style="list-style-type: none"><li>▪ Listening: Can recognize words related to food.</li><li>▪ Reading: Can read words related to food.</li></ul>	Word card activity.  Phonics

		<ul style="list-style-type: none"> <li>▪ Writing: Can write words related to food.</li> <li>▪ Speaking: Can say vocabulary words.</li> <li>▪ Pronunciation: Can pronounce /b/ /d/ /g / correctly.</li> <li>▪ Grammar: Can express simple sentences SVC with the target vocabulary.</li> <li>▪ Vocabulary: Can identify pictures including vocabulary from this lesson.</li> </ul>	<p>Identification picture– word exercise.</p> <p>Phonics</p>
		<p style="text-align: center;"><b>FRUITS (120 min)</b></p> <ul style="list-style-type: none"> <li>▪ Listening: Can recognize words related to food.</li> <li>▪ Reading: Can read words related to food.</li> <li>▪ Writing: Can write words related to food.</li> <li>▪ Speaking: Can say vocabulary words.</li> <li>▪ Pronunciation: Can pronounce /p//t/ /k/ /ʒ/ correctly.</li> <li>▪ Grammar: Can express simple sentences SVC with the target vocabulary.</li> <li>▪ Vocabulary: • Can identify pictures including vocabulary from this lesson.</li> </ul>	<p>Reading pictograms/writing simple sentences</p> <p>Phonics</p>
		<p style="text-align: center;"><b>DRINKS (120 min)</b></p> <ul style="list-style-type: none"> <li>▪ Listening: Can recognize words related to food.</li> <li>▪ Reading: Can read words related to food.</li> <li>▪ Writing: Can write words related to food.</li> <li>▪ Speaking: Can say vocabulary words.</li> <li>▪ Pronunciation: Can pronounce f/ /θ/ /s/ /ʃ/ /h/correctly.</li> </ul>	<p>Identify and pronounce words.</p> <p>Phonics</p>

		<ul style="list-style-type: none"> <li>▪ Grammar: Can express simple sentences SVC with the target vocabulary.</li> <li>▪ Vocabulary:</li> <li>▪ Can identify pictures including vocabulary from this lesson.</li> </ul>	
		<p style="text-align: center;"><b>MEATS AND INGREDIENTS (120)</b></p> <ul style="list-style-type: none"> <li>▪ Listening: Can recognize words related to food (meats and ingredients).</li> <li>▪ Reading: Can read words related to food.</li> <li>▪ Writing: Can read words related to food.</li> <li>▪ Speaking: Can say vocabulary words.</li> <li>▪ Pronunciation: Can pronounce /v/ /z/ /ð/ /ʒ/ correctly.</li> <li>▪ Grammar: Can express simple sentences SVC with the target vocabulary.</li> <li>▪ Vocabulary:</li> <li>▪ Can identify pictures including vocabulary from this lesson.</li> </ul>	<p>Complete instructions</p> <p>Fill in the gaps</p> <p>Identify words and sounds</p>
		<p style="text-align: center;"><b>PREPARED FOOD</b></p> <ul style="list-style-type: none"> <li>▪ Listening: Can recognize words related to food (meats and ingredients).</li> <li>▪ Reading: Can read words related to food.</li> <li>▪ Writing: Can read words related to food.</li> <li>▪ Speaking: Can say vocabulary words.</li> <li>▪ Pronunciation: Can pronounce /m/ /n/ /ŋ/ correctly.</li> <li>▪ Grammar: Can express simple sentences SVC with the target vocabulary.</li> </ul>	<p>Quiz:</p> <p>Match pictures and words then read them aloud.</p> <p>Order pictures, read and write pictograms</p> <p>Unscramble vocabulary words.</p> <p>Pronounce words</p>

		<ul style="list-style-type: none"> <li>▪ Vocabulary:</li> <li>▪ Can identify pictures including vocabulary from this lesson.</li> </ul>	
--	--	---	--

### 6.7.11. Other Policies

#### **Attendance policy**

- ✓ To maintain the attendance record is an obligation for teachers.
- ✓ To pass the course 85% of attendance is required.
- ✓ Students have to justify all absences.
- ✓ If a student arrives 10 minutes late he/she will be marked with **L** (late). If he/she is more than 20 minutes late he/she will be marked **A** (absent). Three tardies equal 1 absence.

#### **Recuperation policy**

- ✓ To pass the level the minimum grade must be 75/100.
- ✓ If the grade obtained in each summative evaluation is lower than 80%. The student will receive extra instruction focused on the content /grammar/vocabulary difficulties found during the course (formative and summative). Although continued recuperation is planned by every teacher, there is also a final recuperation exam. The grade in this extra exam will be added to the grades in order to provide the final average grade.

#### **Plagiarism policy**

Students will be punished in the following cases:

- 1.- Alteration of documents.
- 2.- Cheating in any way during an exam, test or quiz.

If a student commits plagiarism he/she will be marked 0 in the corresponding assessment.



### **6.7.12. Class Etiquette**

- . Cell phones or other electronic devices are not permitted in the exam.
- . Students cannot leave the classroom without the teacher's permission.
- . All activities will be done under polite requests. Students must use phrases such as:
  - . Excuse me I'm late, can I come in?
  - . May I go to the restroom?
  - . Can I borrow your .....

### 6.7.13. Scope and Sequence

Units: 8

Level A0 (Under Pre-A1)

Units	Outcomes	Grammar	Vocabulary	Reading	Writing	Listening	Speaking	Pronunciation	Assessment
<b>UNIT 1</b> <b>Let's eat</b>	<p>. Can ask <b>What is it?</b> and answer using simple sentences SVC.</p> <p>-Can identify words related to food.</p> <p>-Can read words related to food .</p> <p>-Can write simple sentences to answer basic Wh- questions (What.</p> <p>-Can listen and identify vocabulary words from an audio.</p> <p>-Can pronounce /p/ /b/ and identify the sound in words.</p>	<p>Question to ask about fruit?</p> <p><b>What is it?</b></p> <p><b>S+V+C</b></p>	<p>Food</p> <p>Vegetables</p> <p>Fruit</p> <p>Drinks</p> <p>Verbs</p> <p>Personal</p> <p>Pronouns</p>	<p>Reading pictograms Fruit Salad</p> <p>Reading Phrases</p>	<p>Answering <b>What is it?</b></p>	<p>Identifying food</p>	<p>Asking about and listing ingredients</p>	<p>Sounds /p/ /t/ /k/</p> <p>/m/ /n/ /ŋ/</p>	<p>Match pictures and words. (Pictograms)</p> <p>Multiple choice quiz.</p> <p>Sentence completion</p> <p>Unscramble simple sentences</p> <p>Read words containing /p/ /b/</p>
<b>UNIT 2</b> <b>My house</b>	<p>-Can ask questions about places using <b>Where is it?</b></p> <p>-Can identify vocabulary words related to family, houses, prepositions of place and related verbs.</p> <p>-Can understand and read family related words.</p>	<p>Question to ask about places in the house.</p> <p><b>Where is it?</b></p> <p><b>S+V+C</b></p>	<p>-Family members</p> <p>-Inside the house.</p> <p>-Outside the house.</p> <p>-Verbs</p> <p>-Sounds</p>	<p>Running dictation (words)</p> <p>Speed reading (label a poster about parts of the house)</p>	<p>Answering questions <b>Where is ....?</b></p>	<p>Identifying the parts of the house.</p>	<p>Describing pictures</p>	<p>// /r/</p> <p>/u/ /o/</p> <p>/a/ /æ/</p>	<p>-Read pictograms</p> <p>-Write Simple sentences</p> <p>-Dictation</p> <p>-Quiz</p> <p>Mid term test</p>

	<p>-Can write simple sentences answering Wh-questions (Where).</p> <p>-Can listen and understand vocabulary on family members, houses and related verbs and adjectives.</p> <p>-Can describe pictures related to family members, houses, verbs and target articles.</p>								
<b>UNIT 3</b> <b>Clothing</b>	<p>Can ask <b>What color is it?</b> and answer using simple sentences SVC.</p> <p>-Can identify words related to clothing and colors.</p> <p>-Can read words related to clothing and colors .</p> <p>-Can write simple sentences to answer basic Wh-questions (What.</p> <p>-Can listen and identify vocabulary words from an audio.</p> <p>-Can pronounce /p/ /b/ and identify contrasting sounds in words.</p>	<p>Questions to ask about colors?</p> <p>Answer using simple sentences SVC</p>	<p>Clothing</p> <p>Colors</p>	<p>Flash card</p> <p>Dress up a doll</p> <p>Create your outfit</p> <p>Describe what you wear</p>	<p>Answering questions.</p> <p>What color</p>	<p>Identify clothing styles</p> <p>Colors</p>	<p>Sums</p> <p>Rests</p>	<p>/b/ /d/ /g/</p> <p>/a/ /æ/</p>	
<b>UNIT 4</b> <b>Dates</b>	<p>-Can ask <b>What number is it?</b> and answer using simple sentences SVC.</p> <p>-Can identify words related to numbers, days, and dates.</p> <p>-Can read words related to numbers, days, and dates</p> <p>-Can write simple sentences to answer basic Wh questions (What.</p>	<p>It is...</p> <p>What number is it?</p>	<p>Digit numbers</p> <p>Ty numbers</p> <p>Hundred numbers</p> <p>Thousand numbers</p> <p>Addition</p> <p>Subtraction</p>	<p>Inhabitants in big cities.</p>	<p>Describe the inhabitants of your hometown</p>	<p>Numbers</p>	<p>Reading numbers, addition and subtraction</p> <p>Saying days and dates</p> <p>Telephone numbers</p> <p>Addresses</p>	<p>/f/ /θ/ /s/ /ʃ/</p> <p>/h/</p> <p>/a/ /æ/</p>	<p>Reading numbers, addition and subtraction</p> <p>Saying days and dates</p> <p>Telephone numbers</p> <p>Addresses</p>

	<ul style="list-style-type: none"> <li>-Can listen and identify vocabulary words from an audio.</li> <li>-Can pronounce /t/ /d/ and identify contrasting sounds in words</li> </ul>								
<b>UNIT 5</b> <b>My school</b>	<ul style="list-style-type: none"> <li>-Can describe school places using simple sentences SVC.</li> <li>-Can identify words related to school, subjects, professions, occupation.</li> <li>-Can read words related to school, subjects, professions, occupation.</li> <li>-Can write simple sentences to answer basic Wh questions (What.</li> <li>-Can listen and identify vocabulary words from an audio.</li> <li>-Can pronounce /v/ /z/ /ð/ /ʒ/ and identify contrasting sounds in words</li> </ul>	<p>This is</p> <p>These are</p>	<p>School places</p> <p>Authorities in a school</p> <p>School Subjects</p> <p>Professions</p>	<p>In my school I learn....</p>	<p>Describe your school.</p>	<p>Phonics</p> <p>Pronunciation of words related to school</p>	<p>Describe your favorite subjects</p>	<p>/v/ /z/ /ð/ /ʒ/</p>	<p>Point and identify places and subjects.</p>
<b>UNIT 6</b> <b>I am</b>	<ul style="list-style-type: none"> <li>-Can describe physical qualities and personality traits using simple sentences SVC.</li> <li>-Can identify words related to physical description and personality traits.</li> <li>-Can read words related physical description and personality traits</li> <li>-Can write simple sentences to answer basic Wh questions (What.</li> <li>-Can listen and identify vocabulary words from an audio.</li> <li>-Can pronounce /w/ /j/</li> </ul>	<p>Can ask and respond can question.</p> <p>Can you...?</p>	<p>Occupations</p> <p>Personality traits</p> <p>Physical qualities</p> <p>Clothing</p>	<p>What does your new girlfriend look like?</p>	<p>Describe your family and friends</p>	<p>Listening words related to physical qualities. personality</p>	<p>Describe your best friend</p>	<p>/w/ /j/ /u/ /o/</p>	<p>Listen and identify physical</p>

	/u/ /o/								
	and identify contrasting sounds in words								
<b>UNIT 7 At work</b>	<p>-Can describe places to work using simple sentences SVC.</p> <p>-Can identify words related to places to work -Can read words related places to work -Can write simple sentences to answer basic Wh questions (What.</p> <p>-Can listen and identify vocabulary words from an audio.</p> <p>-Can pronounce /i/ /e/</p> <p>and identify contrasting sounds in words</p>	<p>Can ask and respond... What are you good at...?</p> <p>I am good at...</p> <p>I am bad at...</p>	<p>Places in a city</p> <p>In a store</p> <p>In the airport</p> <p>Sports</p>	The best place to work.	Describe your dream job	Listening words related to jobs, professions, occupations, places.	Describe jobs	/i/ /e/	Describe unusual jobs
<b>UNIT 8 Vacation</b>	<p>-Can describe places to go on vacation using simple sentences SVC.</p> <p>-Can identify words related to places to go on vacation</p> <p>-Can read words related places to go on vacation -Can write simple sentences to answer basic Wh questions (What.</p> <p>-Can listen and identify vocabulary words from an audio.</p> <p>-Can pronounce /i/ /e/</p> <p>and identify contrasting sounds in words</p>	<p>Cans describe places using X+is+a+adj+noun</p>	<p>Geography words.</p> <p>Adjectives</p>	The best place to go on vacation	Describe your dream vacation.	Listening to words related to geography.	Describe places	/u/ /o/ /a/ /æ/	Cuenca Quito

## 7. REFERENCES

- Alanís, I., & Rodríguez, M. A. (2008). Sustaining a Dual Language Immersion Program: Features of Success. *Journal of Latinos and Education*, 7(4), 305–319.  
<https://doi.org/10.1080/15348430802143378>
- Alm, C. O. (2003). English in the Ecuadorian commercial context. *World Englishes*, 22(2), 143–158. <https://doi.org/10.1111/1467-971X.00284>
- Baldrige, J. V., & And Others. (2008). *Policy Making and Effective Leadership: A National Study of Academic Management*. Jossey-Bass, Inc.
- Biava, M., & Segura. (2010). *¿Por qué es importante saber el idioma inglés?*  
<http://www.cepjuanxxiii.edu.ar/wp-content/uploads/2010/07/Por-que-es-importante-saber-ingles.pdf>
- British Council. (2015). *English in Ecuador*.  
<https://www.teachingenglish.org.uk/sites/teacheng/files/English%20in%20Ecuador.pdf>
- Bui, Y. (2014). *How to Write a Master's Thesis*. SAGE Publications Ltd.  
<https://uk.sagepub.com/en-gb/eur/how-to-write-a-masters-thesis/book237255>
- Cambridge. (2019). *Cambridge English Dictionary*.  
<https://dictionary.cambridge.org/es/diccionario/ingles/proficiency>
- Carrera, P. (2019, June). *Tabulación de Estudios Quito*. 22.
- CEC-EPN. (2015). Plan Estratégico. 2015, 18.
- Cervilla, M. A. (2008). *El caso de la empresa Open English: Un emprendimiento global a través de la innovación*. 25.

- Chiavenato. (2004). *Chiavenato—Introducción a La Teoría General de La Administración*.  
Scribd. <https://es.scribd.com/doc/41375036/Chiavenato-Introduccion-a-La-Teoria-General-de-La-Administracion>
- CILT. (2015). *Profile: Centre for Information on Language Teaching and Research*. The Independent. <http://www.independent.co.uk/news/education/education-news/profile-centre-for-information-on-language-teaching-and-research-88489.html>
- Collins, D. (2019). *Lingua franca definición y significado | Diccionario Inglés Collins*.  
<https://www.collinsdictionary.com/es/diccionario/ingles/lingua-franca>
- Davis, C. (2015). CILT. 2015.
- Dörnyei, Z., Taguchi, T., & Taguchi, T. (2009). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Routledge.  
<https://doi.org/10.4324/9780203864739>
- Duarte, C. (2015). *La ciencia solo habla Inglés*. 56(25), u.
- ECML. (2019). *European Centre for Modern Languages (ECML)*. Education.  
<https://www.coe.int/en/web/education/ecml>
- Education First. (2016). English Proficiency Index. *EF*.  
[https://www.ef.com.ar/\\_/~/media/centrafefcom/epi/downloads/full-reports/v6/ef-epi-2016-spanish-latam.pdf](https://www.ef.com.ar/_/~/media/centrafefcom/epi/downloads/full-reports/v6/ef-epi-2016-spanish-latam.pdf)
- EF, E. (2015). *EF EPI 2018 – Ecuador*. An examination of policy, perceptions and influencing factors. <https://www.ef.com.ec/epi/regions/latin-america/ecuador/>
- EF-EPI |. (2018, December 4). *FISK INGLÉS*. <https://www.fiskingles.com.ar/ef-epi/>
- EPN. (2019). CEC-EPN Mision, Vision. 2019.
- EPN CLIC. (2011). *Reglamento CLIC. RA No. 038-2011*, 1.

- EPN, E. P. (2014, April 11). EL CEC RECIBIÓ PREMIO NACIONAL. *Escuela Politécnica Nacional*. <https://www.epn.edu.ec/el-cec-recibio-premio-nacional-2/>
- ESPE. (2019). *Nosotros – ESPE-INNOVATIVA EP*. <https://www.espe-innovativa.edu.ec/nosotros/>
- Espejo, R., & Watt, J. (2018). Information Management, Organization and Managerial Effectiveness. *Journal of the Operational Research Society*, 39(1), 7–14. <https://doi.org/10.1057/jors.1988.2>
- Genesee, F., Lindholm-Leary, K., Christian, D., Saunders, W., & Saunders, B. (2006). *Educating English Language Learners: A Synthesis of Research Evidence*. Cambridge University Press.
- Guy. (2019). *Factors that make CEC-EPN successful* [Video].
- Hawkins, E. (1996). *30 years of language teaching 1966-1996 London: CILT*. CILT.
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). *Metodología de la investigación*. McGraw-Hill Education.
- Ingram, D. (2001). *Language Centres: Their roles, functions and management*. John Benjamins Publishing Company. <http://ebookcentral.proquest.com/lib/utn/detail.action?docID=622741>
- Ingram, D. (2012). *Language Centres: Their roles, functions and management*. John Benjamins Publishing Company. <http://ebookcentral.proquest.com/lib/utn/detail.action?docID=622741>
- Instructor 1. (2019). *FACTORS THAT MAKE THE LANGUAGE PROGRAM OF cec-epn SUCCESSFUL*. [Focus group].
- Instructor 2. (2019). *FACTORS THAT MAKE THE LANGUAGE PROGRAM OF CEC-EPN SUCCESSFUL* [Personal communication].



- Kitzinger, J. (1995). Qualitative Research: Introducing focus groups. *BMJ*, 311(7000), 299–302.  
<https://doi.org/10.1136/bmj.311.7000.299>
- Lambert, R. D. (2001). Updating the Foreign Language Agenda. *The Modern Language Journal*, 85(3), 347–362. <https://doi.org/10.1111/0026-7902.00113>
- Mattila, H. E. S. (2013). *Comparative Legal Linguistics: Language of Law, Latin and Modern Lingua Francas*. Routledge.  
<http://ebookcentral.proquest.com/lib/utn/detail.action?docID=1094113>
- NFLC. (2019). *Welcome | National Foreign Language Center*. <https://www.nflc.org/>
- Okuda Benavides, M., & Gómez-Restrepo, C. (2005). Métodos en investigación cualitativa: Triangulación. *Revista Colombiana de Psiquiatría*, XXXIV(1).  
<http://www.redalyc.org/resumen.oa?id=80628403009>
- Ortega, D., A., A. (2016). ENGLISH LANGUAGE TEACHING AND LEARNING IN ECUADOR: FROM DIAGNOSIS TO EDUCATIONAL RESEARCH. *MEMORIAS INPIN 2016*, 169–178. <https://doi.org/10.13140/RG.2.2.32252.33925>
- Pineda, E. B., de Alvarado, E. L., & de Canales, F. H. (1994). *Metodología de la investigación: Manual para el desarrollo de personal de salud*. OPS.  
<http://apps.who.int/iris/handle/10665/173982>
- Posada Ortiz, J. Z., & Patiño Garzón, L. (2007). A Study of the English Teaching Practice at a Language Institute. *Colombian Applied Linguistics Journal*, 9, 126–143.
- RELC. (2019). *Regional Language Centre (RELC)*. [Www.Roots.Sg](http://www.roots.sg).  
<http://roots.sg/content/places/surveyed-sites/regional-language-centre>
- SBS, C. (2019). *Sobre Nosotros | SBS CONSULTING*. <https://sbsconsulting.com.ec/nosotros/>
- Seidlhofer, B. (2015). *English as a lingua franca*. 339.

- Serrano Orellana, B. J., & Alexandra Portalanza, C. (2014). Influencia del liderazgo sobre el clima organizacional. *Suma de Negocios*, 5(11), 117–125. [https://doi.org/10.1016/S2215-910X\(14\)70026-6](https://doi.org/10.1016/S2215-910X(14)70026-6)
- Southside, I. S. (2019). *International Baccalaureate / MYP Global Contexts*.  
<http://dcps.duvalschools.org/site/default.aspx?PageID=14120>
- Sussex, R. (2004). The Repositioning of Language Centres: An Appreciation of David Ingram's Language Centres: Their Roles, Functions and Management. *Current Issues in Language Planning*, 5(4), 457–471. <https://doi.org/10.1080/14664200408668270>
- Thesaurus.com. (2019). *Definition of foundation | Dictionary.com*. [www.Dictionary.Com](http://www.Dictionary.Com).  
<https://www.dictionary.com/browse/foundation>
- Topping, D. (2015). UNIVERSITY OF HAWAII PEACE CORPS LANGUAGE TRAINING PROGRAM. *University of Hawai*, 29–42.
- Villafranco, G. (2017). Tips de profesionales para emprender a pesar de los errores. 2017, U.  
<https://www.forbes.com.mx/tips-de-profesionales-para-emprender-a-pesar-de-los-errores/>
- Watkins, J. M. (2017). Viewpoint: Overhauling Language programs. *Change: The Magazine of Higher Learning*, 7(1), 6–7. <https://doi.org/10.1080/00091383.1975.10568250>
- Wikipedia. (2018). Language school. In *Wikipedia*.  
[https://en.wikipedia.org/w/index.php?title=Language\\_school&oldid=827197511](https://en.wikipedia.org/w/index.php?title=Language_school&oldid=827197511)
- Yin, R. K. (1994). *Case study research: Design and methods*. Sage Publications.

## 8. APPENDIXES

### 8.1. APPENDIX 1 - Consent form

TITULO DE INVESTIGACIÓN: **Factors that make the language program of CEC-EPN successful from the perspective of instructors, students, and leaders of the institution.**

UN CASO DE ESTUDIO CUALITATIVO DE UN CENTRO DE IDIOMAS

Mi nombre es MONICA SALAZAR. Soy estudiante en la Maestría en Pedagogía de la enseñanza de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte, Ibarra. Usted está invitado a participar en un estudio que examina LA PERCEPCION DE LOS INSTRUCTORES, ESTUDIANTES Y LIDERES SOBRE LOS FACTORES QUE HACEN EL PROGRAMA DE IDIOMAS DEL CEC-EPN EXITOSO. Usted ha sido seleccionado por el tiempo de trabajo que usted desempeña en el CEC-EPN y por su experiencia como instructor de lingüística del **Centro de Educación Continua**. A través de este estudio, espero determinar los factores fundacionales, organizativos y académicos que hacen del programa de Idiomas del CEC-EPN exitoso. Si usted decide participar en este estudio, usted participará en una ENCUESTA, FOCUS GROUP Y/O ENTREVISTA. Se le dará la oportunidad de discutir y verificar las conclusiones finales hechas por el investigador. La encuesta, grupo focal y entrevistas serán llevadas a cabo en el mes de septiembre y octubre de 2019 y serán grabadas y transcritas. Además de hablar conmigo por una hora, su participación no requerirá tiempo ni trabajo adicional. No habrá compensación monetaria por su participación. Este estudio es parte de mi investigación de tesis. **SU IDENTIDAD SERÁ PROTEGIDA AL MÁXIMO POSIBLE DURANTE TODO EL PERÍODO DE ESTUDIO Y DESPUÉS.** Cualquier información que sea obtenida con este estudio que pueda identificarlo, se mantendrá confidencial y será revelada únicamente con su permiso. Yo destruiré todas las grabaciones de nuestras entrevistas después de seis meses de haber completado el estudio. Si decide participar en este estudio, es libre de retirar su formulario de consentimiento y dejar de participar en cualquier momento sin ninguna penalidad. Si usted tiene alguna pregunta sobre este estudio, puede contactar a mi celular (09 92 414 852) o correo electrónico [salazar558@gmail.com](mailto:salazar558@gmail.com). Se le entregará una copia de este formulario para su archivo. Usted está tomando una decisión sea que participe o no. Su firma indica que usted **ha decidido participar y que ha leído la información suministrada. Sin embargo, al firmar no significa que usted renuncia a sus derechos legales.**

---

Firma del Participante Firma del Investigador

Fecha:

## 8.2. APPENDIX 2 - Report of focus group

### REPORTE DE FOCUS GROUP

In Quito, capital of the Republic of Ecuador, In the Center for Continuous Education of the National Polytechnic School One focal group has been done for the study titled Factors that make the language program of CEC-EPN successful from the perspective of instructors, students, and leaders of the institution.

The study has considered in its methodological design the use of qualitative research techniques in which highlights the focus group that assembles us. For the implementation of these conferences, a conversation - narration technique typical of focus groups has been used.

a. **Objective and utility of the research tool “focus group”:** It is a technique suitable for the study of social reality, speech, common sense and the spoken language.

b. **Characteristics of the process to gather information**

1. **Conditions of the conformation of the focus group**

Community logic: The group share experiences and perceptions of the reality about the creation, management, and results obtained at CEC-EPN.

Communicative Logic: The groups establishes a conversation that develops a particular topic. All members are focused in the research topic.

Directional Logic: There is the figure of an investigator that has proposed the topic.

Speech rotation: Opinions run from side to side in the whole group.

Enunciation Turns: The dialogue is developed by turns.

Logic of Balance: There is equality and equity in participation. No domain of one or more participants in it is observed.

2. **Sample characterization**

This focus group has been developed based in a representative sample of CEC's instructors, considering the time of experience working at the institution and their knowledge about the creation, processes, and results obtained. The participants were summoned verbally.

Regarding their social integration, the group turned out to be heterogeneous, considering the participation of mostly old instructors teaching different levels at CEC. The group was in turn homogeneous in terms of its generational representativeness.

This guarantees the issuance of different perspectives on the subject in question. The sample size is eight instructors.

### **3. Induction Face to focal group**

Days before the development of the focus group, the participants received information about the process; they already signed a consent form and decided to participate in it.

The day of development participants received induction about the topic and the way the dialogue has to be developed.

### **4. Opinions generated in the focal group.**

In order to get a clear perspective of the opinion instructors have about the factors that make the language program of CEC-EPN successful the following includes the transcript of the dialogue developed.

### **5. Transcript**

MODERATOR: Explains the idea of the focus group. His role

MODERATOR: What is CEC for you?

Gabriel Ludeña: to me CEC is a way of life because I have found not only a job here. I spend here twelve hours a day. I have found not only a job here, but also some sort of a home I have gained experience. The interchange with other teachers. Since the beginning of CEC we had to create our own seminars. This is a beautiful experience, a beautiful job that is teaching.

Cecilia Santillan: Well ...I don't consider CEC as a job. It is my point of view... when I wake up in the morning y feel interested and very enthusiastic to come here. I enjoy teaching my students and share their experiences. It is like... The time we spent here Our classes are relaxing

Paulina: For me is also an institution. I have seen it grow. Me and Fernando were the first teachers here. Since then I have grown up all the time. I am happy with the way CEC is organized. How well it is managed. How well we work because O think we are a great team.

Marianela: Ok so ..Additional to these comments. I know also this is our big house. Also I know. This is one of the most important centers. That is the reason why people come to study here. People want to study here; they want to stay here. People know about the prestige CEC has. It is their ideal. They are just... looking for a good place to study. In the city and also in the country

people know about this prestige. They want to study here. They want to stay here. They prefer to stay here.

Peter: Uhhh... OK...everybody is looking at my face. Would you say something?... Would you say something?... (everybody laughs....) I look at CEC as a place where I have learned not only teaching, there is not only teaching. I have learned about cultural aspects. It is a referent in education. The environment. I have learned about Ecuador as a whole. I have learned a lot of things about the country. I have learned from students. Learning from student is so great that I have understood so many thing about the country so is a place of learning for me

Anita: Ok, I am the last one... uhh! ... I have presented my experience of all these years being here. Uhhh!. It is a home but more than anything is a place where you can feel that you are doing something good and I always have this philosophy in my head that I can stay here as long as I can make a difference for people and so I feel that I can make a difference in people's life's. So CEC gives us that opportunity. We give something of us and receive much more than we give. That is how I feel I can receive lot more than I give. It is for me a place where I can explode my abilities and they are well accepted and they are received with affection and they are received in a way that it does like I say before I do make a difference.

MODERATOR: Ok This is a conversation... What can you remember about the origin of CEC?

Paulina: The thing is when I started. CEC already was here. CEC was already here. Henry was here. CEC was very small. Very small. When I started there were around 170 something students and the first year here it grew to 800.

Gabriel: I can add a little bit more. Something I started here in March 2000. That cycle we matriculated 250 student when were only 11 teachers. The forecasts by the endo of the was 400 students. In the cycle of October we went over 800 so we duplicated the form. It was amazing... and We had to improvise that was on the seventh floor of the engineering building (laughs.) some of us we worked ten hours a day.

Paulina: I did (laughs)

Gabriel: He was an amazing an amazing experience and I am going to add something even thought I am going back to what was said for us. We were Helping. the appeal of CEC was that

The proposal of the executive director Henry Guy was that...all the students. Poli students should learn a language before they going to get frustrated in the diverse universities abroad OK. and they should learn instead of going to the states and spend 8000 10000 15000 dollars in courses in charming courses in order to be prepared for the university and the interesting thing was that we are not only helping the polytechnic community but also the community in general because both the private and the public sector have been always the same students and we are helping in that form to the development of the country

Paulina: The objective was to give people liberty. (illegible)

Marianela. I have to add something. Actually, I started here on march 2000. For me was a very nice experience. When I enter here. I only entered here to the Polytechnic Nacional as escuela the idiomas. It was the escuela de idiomas. I worked there, it has the characteristic was that there were groups and students just did not come. I was frustrated because I worked in th EPN, but I wanted to work there. I did not like because we didn't get paid on time. On day I was just working. I heard master Puma. What I got a s information is that in 1989, the National Polytechnic School signed an agreement with the Ministry of Education to train secondary teachers.

Paulina: Between 1991 and 1995, the Center created for this purpose provided training and updating services to different companies and institutions; however, in May 95 the Center for Continuing Education is established through regulations of the National Polytechnic School, (interruption)

Cecilia: with the purpose of imparting knowledge and developing academic activities that tend to the permanent updating of knowledge of the members of the community of the Polytechnic School , of the graduates of the institution, of public and private companies and of the community in general.

Ana: In August 2000, the Polytechnic Council created the CEC-EPN with economic, administrative and financial autonomy, as the Center for Transfer and Development of Study Technologies for the Community of the National Polytechnic School, in order to train and undertake activities for of the community.

Gabriel: On October 11, 2005, the Polytechnic Council resolves to abolish the Center for Transfer and Development of Study Technologies for the Community and provides that all

activities continue to run continuously through the Center for Continuing Education, reactivated on January 4, 2005

All speakers together: uhhh.. By the same Polytechnic Council. (laughs)

Moderator: Would you consider that CEC is successful?

Pauli: It is

All speakers: It really is (laughs).

Moderator: Why do you say that?

Cecilia: Well all students want to study here. CEC is a referent. Where you go people ask about CEC and they want to study here. The performance of the students. The increasing number of students every cycle is a clear indicator uhhmm.. That s it the primary factor.

Peter: When you mention CEC outside. When I present myself to people as a worker of CEC. All people say iiiichii. They know CEC. It is famous in every single part of the city and the country in general. Their main ambition is to enter CEC. And we have lots of students nowadays. Every year the number increases. This is not only a fact of “famous” it is a cultural fact. They know there are lots of Ecuadorian and foreigners as teachers. Therefore, CEC has a combination of lots of cultures. They not only learn a language, but a different culture.

Marianela: In my experience, I have got students from absolutely all the universities in the country... even the San Francisco University. I always asked them Why are you here, They said they came by the prestige CEC has the wonderful results with people. They said all my relatives my friends my girlfriend study English here.. So I want to study here too.

Gabriel: I will mention something wonderful. We are a referent. We are a referent of language education in the country. A referent for national polytechnics a s well. This is a wonderful thing I would like to add a little thing. Many people look only the bottom we are, The money that the institution produces because we are self sufficient and we produce our own funds all the money from students that come from the sector and out the sector but for me the thing is not only the money the bottom line is not only money. The bottom line is how many students get the sufficiency. How many students graduate. They got abroad and they start learning in English all



the subjects in all the universities abroad. That is the bottom line that is a symbol of success for our university.

Peter: I don't know if this will serve but students who had been taught five years ago, six years ago ten years ago. They come to my classroom and ask Peter do you remember me. And it is so fulfilling that they still keep on us sending messages. We can feel that gratitude towards us that they have reached their goals in the country and some abroad and they have gotten recognition for their effort but also because of the referent of being part of CEC EPN. That recognition. I think that is also a good indicator.

Moderator: According to what you say. Do you think teachers is a factor of success?

All participants: Teachers is a factor of success. For sure....(laughs)(whispers)

Cecilia: teachers is the most important factor

Paulina: I think is teachers is organization I think is criteria in making decisions. Criteria in who to hire. We are a mix of personalities which I think is great. There are all types of teachers everybody with a strong sense of compromise. Everyone with a proper methodology and with the only objective of making classes interesting, communicative and with the goal of making student have a compromise as well. The methodology.

Peter: Yes... the methodology applied by every single teacher and as Pauli said their great sense of responsibility and compromise with students and with CEC. With themselves as teachers.

Paulina: As a teacher you have personality, values, not only teaching English but teaching them to be persons. That is what is...

Marianela: Somewhere people try to imitate. They get the same book. Other adopt the same book, but it is not a book. It is the people and how we work here. It is the system we have at CEC magnificent direction. Organization. The academic management. Is a complete system that works, Starting in administrators to teachers. In the academic area I would say that the system starts in beginner. Beginner is the prep here. It is the stage in which students start working hard with grammar forms. They work really hard to set a good basis and then they go and continue the process in the upper levels in a more communicative way

Peter. Well I agree with what she said. You know other universities just put teachers away and the secret which I want us to keep it as CEC's secret. (laughs) which they do not know is the nationalities we have here and the different cultures. People from other countries that we have here. From basic levels going up to intermediate level. going to advanced levels. Those are the things that students actually want to see they are expecting that. I'm learning from this teacher. I'm going to get to that other level where I'm not be able to use. I'm not going to be able to have chances of more Spanish but more English. Apart from that the cultural aspect. Every aspect of each teacher. Is everything like this in our country? Is that other thing similar in my/your country? That is a plus for CEC ...

Anita: The experience like in my case. I left for the states for some years and when I came back to find a different reality. To find that the reality is the necessity of the language but also the necessity of be so firm in you in your uhh! background to see that you still continue to be the same person. And the language is only one of the factors. So in my case to not let to forget who they are and they have and to enhance their future with the language is only a tool but they have to take their values. They have to take their origins with them and something that I'll continue to learn in another place so in as long as we love what we do. That is it. We love what we do

Gabriel. I would like to add something we have been treated like responsible adult's responsible teachers here because we don't have any any influence form administration in our classes. Our classroom is our ( everybody agrees) and we do what we have to do and thanks to the diverse personalities because we have different teaching techniques, expertise, etc. etc., I thing that we have brought institutionalist ok specially because of something that Paulina mentioned and you mentioned too what is that? is values because education is integral and that is what we have tried with our kids in classroom is not just English It is diverse experiences normally their compositions open their souls to express the different problems their difficulties the real problems they have in mind and sometimes they are waiting for a friend in order to support them to continue. they have in their lives. Because they come from different backgrounds. We are providing real integral education.

Moderator: Do you think that the geographical location is important for us?

Peter: No. no... not really. Not ... not really why I say not really is because what you see what is good what has been proved good by people around you no matter the location People will

find it I think what is good That is what I believe so so if we say it is because of the education it is not because the location it is because of the quality, of what they are receiving CEC can be behind my house if it is not good I won't go there. If it is not giving me what I want. Last cycle students living in Machachi or in Cayambe. They come because of the quality of what they are receiving.

Paulina: I would add something. It was only the location at Even though the location of our university is strategic.

Gabriel: I don't disagree with you ok we are not talking. we have two types of students here. First. The first purpose of CEC is to serve the Polytechnic community so we are in the campus. For me the location is perfect. It doesn't matter where they come from, they are here and second we are also serve the private sector public sector This is downtown Quito right now it is not anymore Carondelet palace this is downtown.

Marianela: The physical location maybe important but it is not only that is also the background and what we do to serve the community.

Moderator: You mentioned something about the purpose. What is our purpose.

Paulina: Teaching English

Marianela. Teaching English. To be students willing to learn

Gabriel: To be a quality referent. The famous purpose of CEC To provide quality service. Our purpose is serve the community in first p. Because it was made for a group people that didn't considered we are teachers. In first place our purpose is to serve the community. Maintain the highest level of prestige.

Moderator: Do you think that facilities is an important factors

Paulina: yes it is we have been moving from one building to another because. At the beginning, it was a genesis. We had to rent classroom in Sslesian University.

Marianela: Yes. We are inside the campus. It is important. When people come to study English here feel proud to be part of National Politechnyc School.

Moderator: Do you think that leadership has been important?

Paulina: The most important

Cecilia: The leader we had was exceptional. He managed CEC academically in a non-authoritative way

Marianela: For sure yes very important

Peter: He was able to actually get people not only looking at the curriculum but also the person. Remember when I came here I told Henry that I am going back to my country. I had the ticket. I was like really... I said yes Ok. He asked if was coming back. He said something very important that I will never forget what he tolme if you come back call me immediately and your job is waiting for you. If truthful to his word if say he is going to do it he is going to do it. That was supportive for me, he has word. Those professionals that Henry employed they can work without any instruction because they know how to do. He was able to choose the right people.

Gabriel: henrys leadership was something very important that is commitment.

Cecilia: henry was everywhere. He knows everybody. He was visible for all of us. He remembers every single detail and his leadership was democratic. He never had to give orders. He knew how to ask people do something without asking. Everything was working with his only presence.

Marianela: Teachers, students, administrative were in contact with him, He was aware of everybody very human. Taking care of every single one at CEC. He was a present boss and the same time he was confident that all of us do what we have to. In addition, everything has worked well.

Cecilia: he was always positive. Nothing was a barrier for him. Any challenge was taken immediately not caring about any possible inconvenience. He took a decision and just did and achieve the challenge. I remember when CEC was hired to present a convention to US teachers. The entire situation was a constraint but nothing stopped him and he was always transmitting the power to the coworkers.

Moderator: What are some constraints for CEC?

Cecilia: From the very beginning, we did not have the collaboration of the authorities or the government.

Gabriel: Quito is becoming a large city we have certain areas that the institution for instance Carapungo that area have a meeting people so we create a ranch there are areas that need attention we have possibilities, There are many people that come from San Rafael, Tumbaco if we think about this. Now we have the new building I do not know if this is going to be enough we need more space. The only thing that I see is not exactly a constrain I suppose the authorities at CEC are considered That is that teachers are in the lower cuartil of salaries, we are under contract, nevertheless we are here, the problem is that we are loosing people teachers valuable teachers. As far as I know Ernesto has taken over the coordination has already presented the budget for the next year and hopefully authorities are going to take care of this. One thing that is necessary is the design of the classes and electronic services. We have extraordinary faciilites, smartboards but some teachers do not know how to use them. These are little things htat might be considered.

### **8.3. APPENDIX 3 - Report of questionnaire**

The study has considered in its methodological design the use of qualitative research techniques in which a questionnaire shows the perspective of students about the factors that make the language program of CEC-EPN successful.

**a. Objective and utility of the research tool “questionnaire”:** It is a technique suitable for the study of social reality as a type of written interview with the purpose of gathering information from a group of people; in this case students of CEC-EPN

**b. Characteristics of the process to gather information**

**1. Conditions of the development of questionnaires.**

Community logic: The respondents share the perception of the reality about how the public sees the development of CEC-EPN and its current success.

Communicative Logic: All members are focused in the research topic and the questions stated to obtain credible information.

Directional Logic: The applied questionnaires were directed to a group of students who have a complete perspective of the development of the institution under study.

Logic of Balance: There is equality and equity in participation. All participants responded to the same questions and same number of them.

**2. Sample characterization**

All students were selected from high levels at CEC, and considering that, they have studied in the language center for more than seven cycles. The participants were summoned verbally.

Regarding their social integration, the group turned out to be heterogeneous, considering the participation of mostly young learners registered in academic levels at CEC. The group was in turn homogeneous in terms of its generational representativeness. This guarantees the issuance of different perspectives on the subject in question. The sample size is thirty students.

**3. Induction Face to focal group**

Days before the development of the questionnaire, the participants received information about the process; they already signed a consent form and decided to participate in it.

The day of application participants received induction about the topic and the way the dialogue has to be developed.

**4. Opinions generated in the focal group.**

In order to get a clear perspective of the opinion instructors have about the factors that make the language program of CEC-EPN successful the following includes the transcript of the information obtained. To guarantee the credibility of the information the questionnaires were applied in the student's native language.

**5. Analysis of information**

1.	CONSIDER A UD QUE EL CEC ES EXITOSO	SI	NO	Sin respuesta	
		IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII III = 28	=0	2	
2.	INDICADORES DE EXITO	No Estudiantes	Prestigio	Premios	Otros Calidad de instructores Garantía de aprendizaje. Maestros y administración. Profesores capacitados. precio
		IIIIIIIIIIIIIIIIIIIIIIII 15	IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII IIIIIIIIII 20	II 2	III 3
Factores de fundación	Por se parte de la Politécnica Nacional	Por su ubicación geográfica	Por sus instalaciones	OTROS Políticas Sus técnica y metas	
	IIIIIIIIIIIIIIIIIIIIIIII 21	IIIIII 6	IIIIIIIIIIIIIIIIIIIIIIII 10	III 3	

Factor organizativo	Organización administrativa	Instructores nativos	Costo de los cursos	OTROS Costo diferenciado estudiantes EPN Duración de los niveles Factor organizativo es algo a mejorar. Convenio world teach.
	IIIIIIII 10	IIIIIIIIII 13	IIIIII 7	I 1
Factor metodológico	Metodología instructores	Clases interactivas	Sistema académico que se aplica cada ciclo	OTROS Instructores Clases solo en Inglés
	IIIIIIIIII II 14	IIIIIIIIII 11	IIII III 8	II 2



## 8.4. APPENDIX 4 - Report of interview

### Interview to Henry Guy

The study has considered in its methodological design the use of qualitative research techniques in which an interview shows the perspective of the main leader of the institution about the factors that make the language program of CEC-EPN successful.

**a. Objective and utility of the research tool “questionnaire”:** It is a technique suitable for the study of reality with the purpose of gathering information from a the key informant of CEC-EPN

**b. Characteristics of the process to gather information**

**1. Conditions of the development of questionnaires.**

Community logic: The respondent shares his perception of the leaders of the institution about how the leaders see the development of CEC-EPN and its current success.

Communicative Logic: The interviewee is a key informant. He is the creator and founder of the institution.

Directional Logic: The applied interview considers first-hand information that provides a complete perspective of the development of the institution under study.

**2. Sample characterization**

The participant was chosen due to the key information he can provide

**3. Induction Face to the interview**

Days before the development of the interview, the participant received information about the research topic and the type of information they will provide; the participant signed a consent form and decided to participate in it.

**4. Opinions generated in the interview.**

In order to get a clear perspective of the opinion instructors have about the factors that make the language program of CEC-EPN successful the following includes the transcript of the information obtained. To guarantee the credibility of the information the interview was applied in the interviewee’s native language.

**5. Transcript of the interview**

**INTERVIEWER: What was the objective for creating a language program like this?**

**Y:** Well my idea was definitively marketing because in the country there was a need, there was a tremendous need because what I saw was based on my experience, in investigation this thing. There were lots of people trying to create something like this (a language center), but they were really not successful at it, so after that I went to look for high academic courses (as much as possible) at the best possible affordable price where general population could study then it was a high demand and need.

**INTERVIEWER: How do you determine that the language program of CEC is successful?**

**HENRY GUY:** Well... if you look at the numbers here from the very beginning... we have grown from 80 students when I started to 7000 and even 8000 and the number of people who have completed the b1 exam and the sufficiency. The ones that have gone on different universities and to study in different parts of the world and get good jobs. That is what shows me that it works ,plus the fact that we provide a tremendous income for the university and we provide many.. many jobs for instructors for many years.

**INTERVIEWER: In your experience, what are the factors that make the language program of CEC successful?**

**HENRY GUY:** Well I will say the principal factors. Instructors, Organization itself and when I say organization I mean functioning in an organized form... alright! In an organized way we can! Well, you have been here you know we are pretty organized considering the size we are, as a matter of fact, we have the same staff in linguistics right now with 7000 students that's we had .....everything seems to function then repeat the question again!

**INTERVIEWER: What are the factors that make the language program of CEC successful?**

**HENRY GUY:** The primary factor when you put together good organization and marketing properly and your very organized is you have to have a very good team: reliable, honest, intelligent. Our marketing team knows what they are doing and the best instructors available and that's what I think are the basic elements.

**INTERVIEWER: Do you think that being part of EPN is one of the factors of success?**

**HENRY GUY:** Well... in the beginning...in the very beginning no. Now yes, twenty two years later...definitely yes! In the beginning it didn't help at all. We were competing and trying to sell product by just myself ... first...first ..... in this area because we were creating this thing. No one ever knew anything about CEC. EPN was known but it was not known for a very good English, as a matter of fact, the director who signed my first contract Vinicio Artega.

**INTERVIEWER: Please tell us about you labor at CEC- and how has it evolved through the years.**

After teaching English in two Ecuadorian universities (one of them EPN), after creating an English Academy in a big private Ecuadorian school, teach more than three thousand classes and after developing intensive research on the functioning of academic curriculum, I planned and pushed the area of linguistics and cultural exchanges in EPN. I have developed this project as English instructor from 1997 to 1999, coordinator of English courses CEC\_EPN from January, 2000 to September 2000). I created and directed Linguistics and Cultural Exchanges (CTT CEC-EPN) from October 2000 to October 2005. I was coordinator of Linguistics and Cultural Exchanges from November 2005 to December 2018 and assessor 3 from January 2019 to July 2019. In total, I have worked at CEC\_EPN for twenty-one years, nine months. During this job experience, I have counted on the experience and support of seven principals of EPN (names). In addition, I have worked with different CEC directors.

When I adopted the coordination of English in cycle 4-1999, there were only eighty-two students and three instructors, which generated an income of minus three thousand dollars. Nowadays, the area of linguistics and cultural exchanges counts on an average of two hundred instructors and seven thousand students

The following is the activity report during my management.

## 8.5. APPENDIX 5 – Activities Report Henry Guy

### Informe Final de Gestión desde noviembre de 1997 hasta julio de 2019 JOSEPH HENRY GUY, ASESOR 3

Después de enseñar inglés en dos universidades ecuatorianas (una de ellas la Politécnica), de crear una academia de inglés en una gran escuela privada ecuatoriana y de dictar más de 3,000 horas de clases en contacto con los estudiantes —lo que además incluyó experiencia y observación de los problemas y requisitos de los alumnos, así como también gestión general administrativa—, y después de realizar una investigación intensiva sobre el funcionamiento y los currículos académicos de numerosos programas de inglés en las universidades de los EE. UU. y el Reino Unido, propuse, planifiqué e impulsé el área de Lingüística e Intercambios Culturales en la Escuela Politécnica Nacional. He llevado a cabo este proyecto como instructor de inglés CEC-EPN (1997-1999), Coordinador de cursos de inglés CEC-EPN (enero 2000-septiembre 2000), creador y Director de Lingüística e Intercambios Culturales (CTT-CEC-EPN, octubre 2000-octubre 2005), Coordinador de Lingüística e Intercambios Culturales CEC-EPN (noviembre 2005-diciembre 2018), y como Asesor 3 (enero 2019-julio 2019). En total he trabajado en el CEC de la EPN por el lapso de 21 años 9 meses. Durante esta experiencia laboral, he contado con el apoyo y la confianza de siete rectores: Ing. Rodrigo Arrobo, Ing. Vinicio Baquero, Ing. Marcelo Jaramillo, Dr. Stalin Suárez, Ing. Alfonso Espinosa, Ing. Jaime Calderón, y la Dra. Florinella Muñoz. Adicionalmente, he trabajado en coordinación con los siguientes directores del CEC: Ing. Jaime Calderón, Ing. Walter Brito, Ing. Jorge Loza, Ing. Fernando Cevallos, Ing. Adrián Zambrano, Ing. Santiago Yépez, Ing. Cristina Acuña, y Dr. Oswaldo Viteri. A su vez, agradezco el apoyo incondicional de dos vicerrectores: Ing. Adrián Peña y, especialmente, del Ing. Tarquino Sánchez.

Cuando asumí la Coordinación de inglés en el ciclo 4 del año 1999, sólo había 82 estudiantes y 3 profesores, lo que generó un ingreso de menos de US \$ 3.000 (calculado al cambio de esa época). Actualmente, el área de Lingüística e Intercambios Culturales del CEC cuenta con un promedio de alrededor de 200 instructores y 7.000 estudiantes de idiomas por ciclo (35.000 matrículas anuales), especialmente en el idioma inglés, de los cuales cerca del 30% son politécnicos y el resto, particulares. A su vez, el cobro de servicios y matrículas por los cursos de idiomas ha ido generando progresivamente ingresos muy significativos a favor de la Politécnica Nacional, por ejemplo, en el 2018 se recibió más de US \$ 5'500.000, lo que evidencia el producto de una autogestión bien administrada. Los resultados finales, acumulados a partir de la creación, ejecución y gestión de este proyecto, llamado Lingüística e Intercambios Culturales, CEC-EPN, —enero 2000 a julio 2019— son los siguientes: número de cursos, más de 17.150; horas de clases de idiomas impartidas, más de 2.150.000; número de matrículas, más de 397.500; ingresos brutos, más de USD \$ 59.000.000,00; superávit después del pago a instructores y voluntarios, más de USD \$ 30.000.000,00.

Conviene referirme con especificidad a mi gestión como Coordinador y Supervisor de Lingüística e Intercambios Culturales. Entre las más destacadas actividades que he realizado: "Planificación de operaciones" (planes operativos,

financieros y de presupuesto), "Proyecto académico" (organización de 14 niveles de ochenta horas cada uno, y de ciclos con sus horarios; elaboración de textos y materiales académicos con un equipo pedagógico especializado), "Plan de intercambio" (convenios; hasta ahora, he contratado y/o he sido responsable de más de 650 instructores voluntarios nativos-hablantes pertenecientes a más de 20 culturas y nacionalidades diferentes); "Instructivo interno" (regulación de derechos y obligaciones de estudiantes e instructores; este se ha ido perfeccionando progresivamente). Por otra parte, al ser residente ecuatoriano por el lapso de 24 años y ciudadano estadounidense, he favorecido y fortalecido permanentemente el intercambio cultural, así como la adaptación y el entendimiento entre instructores, coordinadores, personal administrativo y estudiantes. Además, en 2008, mi área asumió el centro de Idiomas de la EPN y el servicio de traducciones, y pasamos a ser los responsables de todos los requisitos académicos de idioma exigidos por la EPN. Por otra parte, desde el 2008 se incorporó la enseñanza de tres idiomas adicionales: francés, mandarín y ruso.

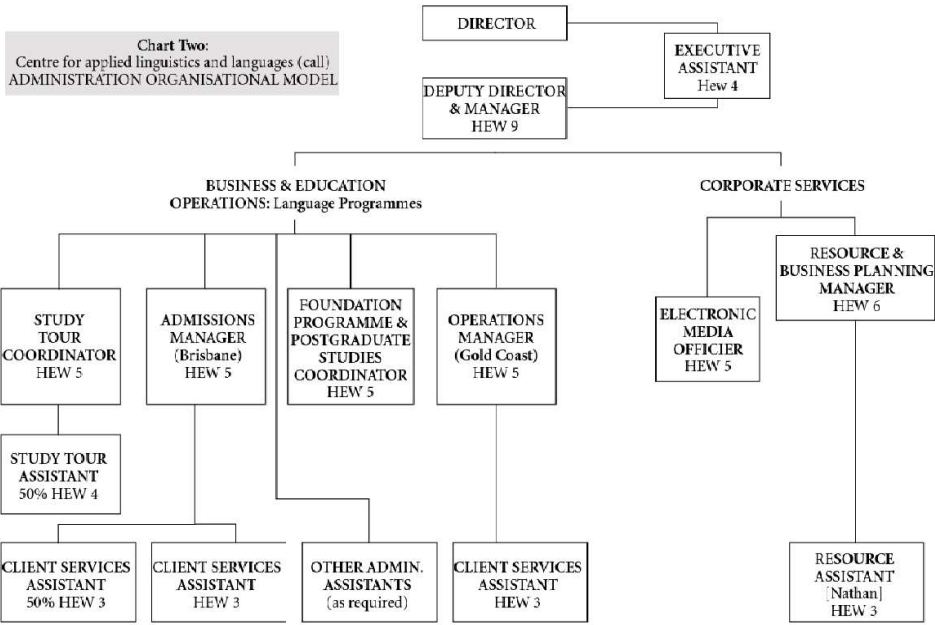
Finalmente, he tenido bajo mi responsabilidad otras actividades significativas, desde el año 2003, la organización y el manejo del curso internacionalmente reconocido como TEFL-TESL-CCA (Enseñanza de inglés como lengua extranjera), y, aproximadamente a partir del 2007, la alianza establecida con el ETS (organización estadounidense) para la administración del examen TOEFL (requisito para la admisión en más de 8.000 instituciones académicas en el mundo). Además, debemos considerar que el Área de Lingüística del CEC, junto al CEC, recibió la certificación del Sistema de Gestión de Calidad ISO 9001:2015, y en el 2013, el CEC se hizo acreedor al Premio Malcolm Baldrige de Excelencia Educativa. Todos los logros alcanzados no hubieran sido posibles sin el apoyo y el trabajo permanente, valioso y esforzado de coordinadores académicos (entre ellos, Andrés Paredes y Ernesto Santos), del equipo administrativo (entre ellos, ingeniera Gladys Aldáz y Nury Recalde) y de docentes de alta formación; también agradezco la valiosa contribución al CEC por parte de las áreas de soporte, especialmente de la Financiera y la Tecnológica. ¡Cada persona ha jugado un papel indispensable en hacernos exitosos!

Ha sido un gran honor y un privilegio para mí servir a la universidad, los estudiantes y los maestros, al personal administrativo y a la comunidad ecuatoriana en general. Extrañaré especialmente a mi equipo más cercano y a las incontables personas y autoridades que apoyaron mi trabajo de más de 21 años; muchos se han convertido en mis amigos de toda la vida. Gracias a todos por darme la oportunidad de servir en el Ecuador por tantos años, y los mejores deseos de éxito y crecimiento continuo para el CEC y la EPN.

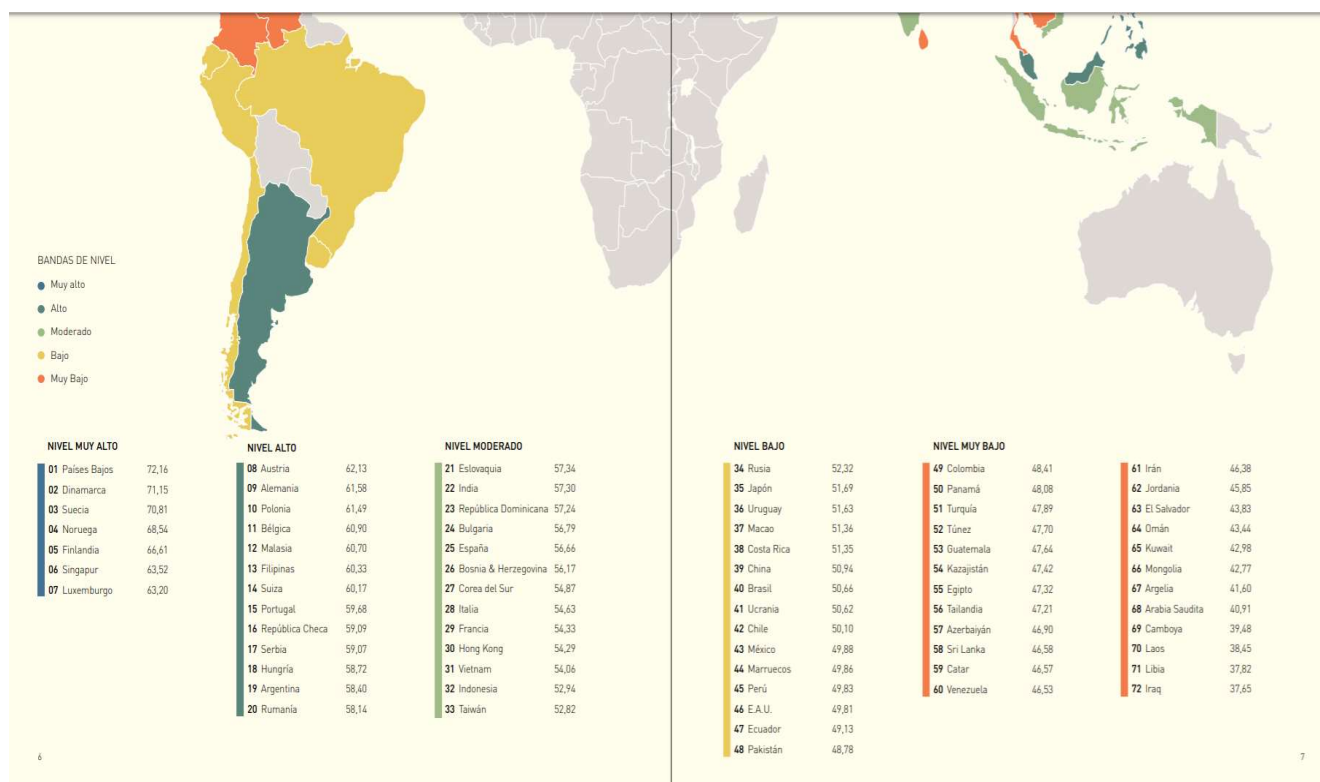
Cordialmente,

  
Joseph Henry Guy  
171493423-7

**8.6. APPENDIX 6 - EFE EPI World Ranking**



## 8.7. APPENDIX 7 - EFE EPI World Ranking



## 8.8. APPENDIX 8 – EFE EPI World Ranking

CALIFICACIONES EF EPI DE LOS PAÍSES				Participa en el EF EPI: aplica gratis el EFSEI en efsef.org			
PAÍS	QUINTA EDICIÓN DEL EF EPI	SEXTA EDICIÓN DEL EF EPI	CAMBIO EN LA CALIFICACIÓN	PAÍS	QUINTA EDICIÓN DEL EF EPI	SEXTA EDICIÓN DEL EF EPI	CAMBIO EN LA CALIFICACIÓN
ARGELIA	40,34	41,60	+1,26	LUXEMBURGO	63,45	63,20	-0,25
ARGENTINA	40,26	58,40	-1,86	MACAO	—	51,36	nuevo
AUSTRIA	61,97	62,13	+0,16	MALASIA	60,30	60,70	+0,40
AZERBAIYÁN	44,12	46,90	+0,78	MÉXICO	51,34	49,88	-1,46
BÉLGICA	59,13	60,90	+1,77	MONGOLIA	43,64	42,77	-0,87
BOSNIA & HERZEGOVINA	—	56,17	nuevo	MARRUECOS	47,40	49,86	+2,46
BRASIL	51,05	50,66	-0,39	PAÍSES BAJOS	70,58	72,16	+1,58
BULGARIA	—	56,79	nuevo	NORUEGA	67,83	68,54	+0,71
CAMBOYA	39,15	39,48	+0,33	OMÁN	44,34	43,44	-0,90
CHILE	51,88	50,10	-1,78	PAKISTÁN	49,76	48,78	-1,18
CHINA	49,41	90,94	+1,83	PANAMÁ	48,77	48,08	0,49
COLOMBIA	48,54	48,41	+1,87	PERÚ	52,44	49,83	-2,43
COSTA RICA	50,53	51,35	+0,82	FILIPINAS	—	60,33	nuevo
REPÚBLICA CHECA	59,01	59,09	+0,08	POLONIA	62,75	61,49	-1,46
DINAMARCA	70,05	71,15	+1,10	PORTUGAL	60,61	59,68	-0,93
REPÚBLICA DOMINICANA	54,71	57,24	+0,53	CATAR	43,72	46,57	+2,85
ECUADOR	51,67	49,13	-2,54	RUMANÍA	59,69	58,14	-1,55
EGIPTO	44,73	47,32	+0,59	RUSSIA	51,59	52,22	+0,73
EL SALVADOR	45,52	43,83	-1,69	ARABIA SAUDITA	39,93	40,91	+0,98
FINLANDIA	65,32	66,61	+1,29	SERBIA	—	59,07	nuevo



## 8.9. APPENDIX 9 - Vocabulary and sound target - Unit

<b>Food</b>				
<b>NOUNS</b>				
<b>VEGETABLES</b>	<b>FRUITS</b>	<b>DRINKS</b>	<b>MEATS &amp; INGREDIENTS</b>	<b>PREPARED FOOD</b>
Lettuce	Banana	Milk	Chicken	Hamburger
Tomato	Pineapple	Wine	Pork	Stew
Garlic	Grape	Beer	Steak	Pizza
Onion	Orange	Coffee	Fish	Hot Dog
Corn	Apple	Tea	Lamb	French Fries
Broccoli	Watermelon	Juice	Salt	Soup
Pepper	Lemon	Chocolate	Pepper (black)	Cookies
Carrot	Coconut	Water	Sugar	Rice
Potatoes	Strawberry	Yogurt	Egg	Bread
	Tangerine		Cheese	Cake
			Butter	Cereal
<b>VERBS</b>				
Drink	Slice	chop	Boil	Cook
Mash	Peel	Prepare	Fry	Bake
Cut	Eat	Serve	Roast	Put
<b>Pronouns</b>				
I/you/we/they	He/She/It			
<b>Sounds</b>				
<i>/p/ /t/ /k/</i>	<i>/m/ /n/ /ŋ/</i>			

## 8.10. APPENDIX 10 - Vocabulary and sound target -Unit 2

### House and family

<b>NOUNS</b>				
<b>FAMILY</b>	<b>HOUSE ROOMS</b>	<b>OUTSIDE THE HOUSE</b>	<b>BEDROOM AND BATHROOM</b>	<b>KITCHEN AND DINING ROOM</b>
Father	Bedroom	Garden	Bed	Refrigerator (fridge)
Mother	Bathroom	Pool	Pillow	Cabinets
Son	Living Room	Roof	Lamp	Stove
Daughter	Dining Room	Ceiling	Covers	Microwave
Brother	Kitchen	Window	Night table	Oven
Sister	Laundry	Wall	Closet	Table
Baby	Study	Door	Bathtub	Chairs
	Hall	Garage	Toilet	Knife
	Storage Room	Floor	Sink	Fork
			Shower	Spoon
			Mirror	Dish
<b>VERBS</b>				
Describe	Live	Rest	Do	Set
Like	Walk	Open	Go	Sit
Love	See	Close	Watch	Play
<b>Articles</b>				
a / an / the				
<b>Sounds</b>				
/l/ /r/	/w/ /j/	/i/ /e/	/u/ /o/	/a/ /æ/

**8.11. APPENDIX 11 - Vocabulary and sound target -Unit 3**

**Clothes**

NOUNS				
<b>SUMMER CLOTHES</b>	<b>WINTER CLOTHES</b>	<b>MAN'S CLOTHES</b>	<b>WOMEN'S CLOTHES</b>	<b>OTHERS</b>
swimsuit	scarf	pants	dress	Jacket
t-shirt	raincoat	shirt	skirt	suit
shorts	coat	tie	high heels	hat
	gloves	belt	blouse	jeans
	sweater			pajamas
				cap
<b>SHOES</b>	<b>COLORS</b>	<b>COLORS</b>		
High heels	White	Red		
Dress shoes	Light gray	Pink		
sneakers	Gray	Orange		
sandals	Dark gray	yellow		
socks	Beige	Light green		
boots	Light brown	green		
	brown	Dark green		
	Dark brown	Light blue		
	black	blue		
		Dark blue		

		purple		
<b>VERBS</b>				
rain	wear	Put on	ask	snow
<b>CONJUNCTIONS</b>				
and	but	so		
<b>POSSESSIVE PRONOUNS</b>				
mine	yours	his	hers	ours
theirs	whose			
<b>WEATHER</b>				
cloudy	cold	cool	hot	humid
sunny	warm	windy		
<b>SOUNDS</b>				
/s/	<b>s</b> uit	<b>s</b> ocks	<b>s</b> wimsuit	
/sh/	<b>sh</b> irt	<b>sh</b> ort	<b>sh</b> oes	
/b/ /d/ /g/	/a/ /æ/			

**8.12. APPENDIX 12 - Vocabulary and sound target - Unit 4**

**Dates**

<b>NOUNS</b>				
<b>CARDINAL NUMBERS</b>	<b>ORDINAL NUMBERS</b>	<b>MEALS</b>	<b>CLOCK TIMES</b>	<b>OTHERS</b>
One	First	breakfast	6:00 A.M./	Basketball
Two	second	brunch	Midnight	Bike
Three	third	lunch	noon	Boss
Four	fourth	dinner	A quarter after (six).	Cheese
five	fifth		A quarter to (six)	Coffee
six	sixth			Job
seven	seventh			
eight	eighth			
nine	ninth			
<b>VERBS</b>				
Call	check	cook	dance	Do
drive	eat	get	Get up	Go(to work)
Have (breakfast)	help	Listen to music	make	play
<b>ADJECTIVES</b>				
hungry				
<b>ADVERBS</b>				

At night	In the afternoon	In the evening	In the morning	
<b>SOUNDS</b>				
Intonation in yes/no questions	Intonation in WH-questions	/f/ /θ/ /s/ /ʃ/ /h/	/a/ /æ/	/i/ /I/

### 8.13. APPENDIX 13 - Vocabulary and sound target - Unit 5

#### My school

<b>NOUNS</b>				
School Places	Authorities	School Supplies	School Subjects	Professions
Library	Director	book	Science	
Classroom	headmaster	notebook	Math	
Main hall	Principal	Cell phone	Language	
Science Lab	Counselor	Eraser	Computer Science	
Playing field	Teacher	pen	Physical Education	
Headmaster's office		pencil	Philosophy	
Computer room		sharpener	Chemistry	
<b>VERBS</b>				
study	learn	teach	know	observe
practice	read	write	open	close
match	complete	unscramble	listen	bring
<b>ADJECTIVES</b>				
smart	intelligent	dumb	easy	Difficult
hard				
<b>SOUNDS</b>				
/v/ /z/	/ð/ /ʒ/	/a/ /æ/		

### 8.14. APPENDIX 14 - Vocabulary and sound target - Unit 6

I am

NOUNS				
Objects	Nationalities	People	Places	Occupations
Backpack	Ecuadorian	Brother	Country	Teacher
cellphone	Spanish	Daughter	city	Doctor
Umbrella	English	Family	world	Lawyer
Hairbrush	French	Father	Prepositions	Secretary
	Argentinian	(best)friend	In	Flight attendant
	Colombian	Mother	From (Florida)	Mechanic
		Parents		Engineer
		sister		
VERBS				
live	stay	like	love	travel
ADJECTIVES				
beautiful	cute	Good-looking	handsome	heavy
pretty	short	tall	thin	
friendly	funny	kind	nice	quiet
serious	shy	smart	talkative	
SOUNDS				
/w/ /j/	/u/ /o/	/i/ /I/		



**8.15. APPENDIX 15 - Vocabulary and sound target - Unit 7**

**At work**

<b>NOUNS</b>				
<b>Places in a city</b>	<b>In a store</b>	<b>In the airport</b>	<b>Sports</b>	<b>Jobs</b>
Laundromat	Cart	Passport	Basketball	Waiter
Book store	Hall	Gate	Tennis	Waitress
Library	Groceries	Plane	Soccer	Librarian
Stationery store	Payment	Flight	Baseball	Usher
Bank	Bill	Id	Volleyball	Receptionist
Gym	Coins	Atm card		Server
Discotheque	Price	Credit card		Cashier
<b>VERBS</b>				
buy	bring	pay	receive	Change
<b>ADJECTIVES</b>				
Expensive	Cheap	reasonable		
<b>SOUNDS</b>				
/o/	/o/	/e/	/i/	

## 8.16. APPENDIX 16 - Vocabulary and sound target - Unit 8

### Vacation

NOUNS				
Places	Extreme sports	Animals	Regions in Ecuador	
Beach	Bungee jumping	Elephant	Coast	Armchair
Mountains	Kanoppi	Horse	Highlands	Air conditioner
Cinema	Scuba diving	Camel	Amazon	Coffee maker
Hotel	Mountain climbing	Tigger		Heater
Lobby	rafting	Squirrel		microwave
elevator	Skate boarding	giraffe		Refrigerator
forest				stove
Beach house				
loft				
villa				
VERBS				
camp	travel	drive	ride	
ADJECTIVES				
another	big	clear	dream	giant
lucky	outside	small	unusual	
DETERMINERS				
any	Lots of	no	some	
SOUNDS				
/ʌ/	/æ/	/a/ /e/	/ɛ/	/u/ /o/